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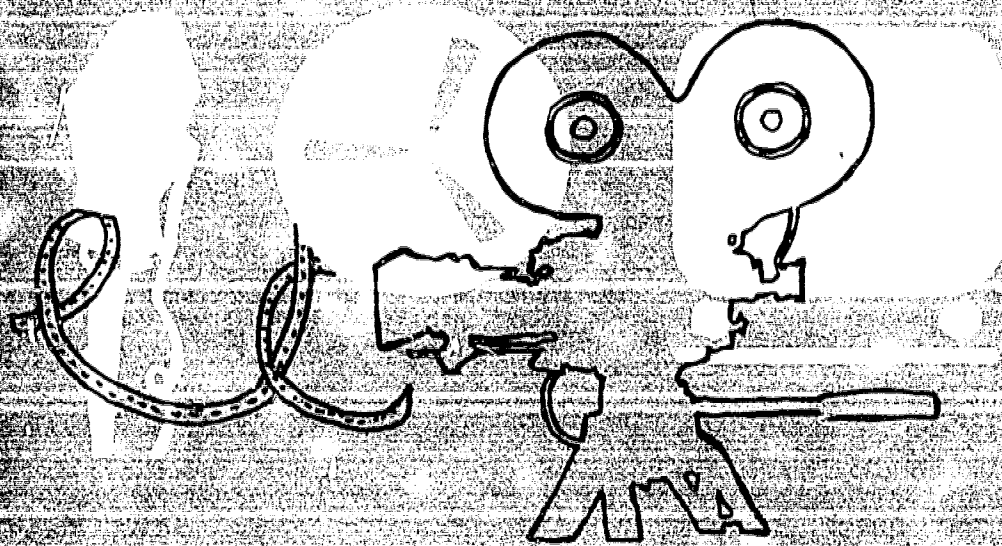
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ABSTRACT

The annual report of the Media Specialist Program briefly traces the history of the Leadership Training Institute (LTI) and its relationship to the Media Specialist Program. The main body of the report is devoted to the current activities of the Media Specialist Program. Fifteen projects funded during 1970-71 are reported. Seven of these projects were specifically designed to help the disadvantaged, eight employed a strong multiplier strategy, ten were structured around some sort of consortium plan which involved more than one institution, and five projects were oriented toward paraprofessional and technical areas. (Obviously, more than one priority emphasis was present in some projects.) Sample projects include: an interdisciplinary approach involving the areas of administration, teaching methodology, supervision, library science, curriculum, and educational technology; an interrelated program which combined formal coursework with field experiences in three selected urban school districts; a series of six three-week institutes to extend the acknowledged competencies in the organization of management of print materials of certificated librarians to include audiovisual materials. (JY)

media manpower for the 70's : II



media specialist projects 1970-71

A Report of The Leadership Training Institute

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media manpower for the 70's

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INTRODUCTION

by Dale G. Hamreus and Jack V. Edling
Leadership Training Institute (LTI)

In the first of these LTI reports on projects of the Media Specialist Program the primary objective of the program was stated as follows:

"To provide increased numbers of better-trained personnel to assist and support both teachers and learners in the improvement of learning in schools."

This certainly continues to be one objective of the program however, as the pages of this report will demonstrate, new developments, more carefully defined priorities and added responsibilities for the new Bureau of Libraries and Educational Technology reflect a changing program. Accordingly, we believe it is appropriate here to take a brief *retrospective* look at the work of the Leadership Training Institute. The main body of this report is devoted to *current* activities of the Media Specialist Program.

Nearly three years ago the Bureau of Educational Personnel Development (BEPD) of the U.S. Office of Education established a series of Leadership Training Institutes (LTI's), each with a national panel of consultants, to improve the effectiveness of funded projects and to help upgrade the quality of the leadership in those projects. Jack V. Edling was asked to direct the LTI for the Media Specialist Program, BEPD and to serve as the chairman of the project's national Panel of Consultants.

A little more than a year ago the Media Specialist Program was transferred from BEPD to the newly formed Bureau of Libraries and Educational Technology (BLET). The newly appointed Associate Commissioner of BLET chose not only to continue the LTI and the national Panel of Consultants to the Media Specialist Program but to expand their responsibilities and capabilities. As of July 1, 1971 the Leadership Training Institute was extended to serve both the Media Specialist Program and the Library Institutes Program of BLET and the national Panel of Consultants was reconstituted with an expanded membership and designated a *Consultant Panel to the Bureau of Libraries and Educational Technology*. The inclusion of the Library Institutes Program in this

report reflects Associate Commissioner Lamkin's expanded emphasis of the LTI in BLET and stresses the importance of the comprehensive benefits of the library and media to education.

The LTI to the Media Specialist Program (MSP) was initiated with the appointment of twenty-three panel members and their subsequent convening in Washington, D.C. on February 5-7, 1969. As a result of that first meeting a plan of operation for the LTI-MSP was formulated. The plan focused on the general strategy of identifying outstanding national resource personnel and through the LTI establishing a capability to continually refine, improve and evaluate the Media Specialist Program. Time has demonstrated the utility of that original plan, for it serves as effectively today as it did then.

Activities undertaken to accomplish the goals of the program have included the following:

- A. To strengthen the Media Specialist Program:
 - 1. Recommendations were prepared for ultimate objectives of the program including attention to priorities for guiding the continuation of established projects and for initiating new short and long-term projects.
 - 2. A manpower study of media personnel was initiated to begin to identify current activities performed by media specialists, numbers of available personnel, adequacy of training and future job requirements.
- B. To increase project directors' effectiveness:
 - 1. Training sessions in evaluation competencies were conducted.
 - 2. Technical assistance to projects seeking consultative help was provided.
 - 3. A series of dissemination reports communicating the needs, activities and accomplishments of the many training projects was established.
 - 4. Guidelines and other information useful in preparing proposals to meet the ultimate objectives of the Media Specialist Program were disseminated.

As experience was gained and evidence of effectiveness was obtained, modifications were made. For example, training sessions for directors of funded projects were changed to include prospective directors as well as funded directors; the training period was moved from spring to fall immediately after the announcement of accepted prospectuses had been made; the submission date for proposals was moved to later in the year so that the benefits of training could be reflected in the proposals; and content of training sessions was broadened to include aspects of group dynamics and communication processes as well as evaluation methods.

Ultimate objective and priority recommendations for the Media Specialist Program were given to the Panel of Consultants for review and revision. The published statement of the Media Specialist Program reflects increased sensitivity to national priorities involving the disadvantaged, multiplying the effects of federal expenditures, emphasis on training technical and para-professional personnel, and the encouragement of institutions to cooperatively plan and conduct training projects in order to produce a greater impact.

Additional attention was given to disseminating information to prospective and current project directors concerning criteria for judging effective proposal preparation, guidelines on how to prepare extensive listings of objectives relevant to current media training priorities, and case reports of funded media specialist projects achieving outstanding results.

Project reports in the following pages reflect in part the current status of LTI contributions. It is significant that of the fifteen projects reported the following emphases can be noted: Seven projects are specifically designed to the disadvantaged, eight employed a strong multiplier strategy, ten were structured around some consortium plan which involved more than one institution, and five projects were oriented toward paraprofessional and technical areas. (Obviously, more than one priority emphasis was present in some projects.)

An increase in the quality of proposal writing has also become apparent. The review and grading of proposals has become increasingly sophisticated and now requires a more detailed set of criteria for discriminating among those submitted. Project visitations demonstrate that directors are practicing more effective evaluation. In addition, participants in these projects show awareness of the need for evaluation.

Compliments to directors of funded media projects are clearly in order for their continuing efforts to increase the excellence of their projects. The growth of the program is unparalleled despite such obstacles as limited funding, institutional resistance to change and the competition of continually changing national priorities. Without such dedication and continued effort the program could not be moving in the direction and with the impact that it is.

Using this Report

On the pages that follow each of the fifteen projects funded during 1970-71 are reported. In order to simplify analysis and facilitate cross-referencing of projects, the standard format used last year has been retained. Each report is divided into sections with the following headings: *Problem* (a brief statement of the problem which the project was designed to attack); *Plan* (the strategy to be used in attacking the problem); *People* (the individuals involved in training activities); *Program* (the activities people experienced during training); *Perceptions* (the insights gained as a result of their experience); *Results* and *Recommendations*.

A quick and easy guide to all projects has been provided in matrix form on the following two pages. Each project (designated by its host institution) is listed across the top of the matrix. On the left side are the six major headings described above. Such a lay-out provides ready access to (1) information about any project by reading down the appropriate column or (2) information under a particular heading for several projects by reading across any desired row.

MARYLAND	BUCES, NASSAU, NEW YORK	INDIANA UNIVERSITY	BOSTON UNIVERSITY	CHAPEL HILL—CARRBORO	VIRGINIA STATE	MAINE AT PORTLAND-GORHAM
6–10	11–15	16–19	20–25	26–29	30–34	35–39
Provide a much needed pilot program in the Middle Atlantic States to test and demonstrate the ability of the media systems to upgrade local educational programs.	The need to provide leadership training in curriculum development emphasizing media and instructional technology to personnel working in specific school districts.	The need to train educational development personnel charged with the design and development of instructional materials.	The critical shortage of well-trained media specialists in the rural schools of New England.	The need to provide further training for teachers in the development and effective utilization of media to meet the needs of individual learners.	The need for professionally qualified educational media specialists in small Southern and border state colleges, and for professional courses in educational technology and communications.	Although media materials and equipment are provided in the planning of school facilities, their effective utilization is lost without adequately prepared personnel. A faculty member versed in instructional media in each school can make significant contributions toward improving the learning situation.
Program for Administration in Curriculum Technology (PACT) at the University of Maryland is an intensive and extensive graduate training Institute which advocates an interdisciplinary approach to education which includes: administration, teaching methodology, supervision, library science, curriculum, and educational technology.	A Consortium: Nassau Board of Cooperative Educational Services (BOCES), Hofstra University, Palmer Graduate Library School, C.W. Post Center and local school administrators undertook an institute to train leadership teams in implementing a systems approach to education through media.	Indiana University developed a 2 year media institute, June 1969–June 1971 at the graduate level culminating in a specialists degree. Participants from a wide variety of backgrounds enrolled in a flexible program including continuing practical experiences and supplementary activities emphasizing the team approach, specification of behavioral objectives and evaluation of materials.	Boston University undertook a year-long Institute to provide training to 8 teachers who had taken on some aspect of the media program for their school district without any real training for the job. The institute aimed at training them to undertake an instructional development change agent role in their school district thereby infusing new life into rural education.	Chapel Hill City Schools developed a 3 year plan to train teachers to prepare educational materials emphasizing use of media and individualized instruction. The 2nd year of the plan has been completed.	Virginia State undertook a two-part project offering (1) intensive training leading to a master's degree for interns during the academic year and (2) a full-time summer Institute for building level coordinators of educational media programs.	The EPDA Media Specialist Institute at the University of Maine at Portland-Gorham aimed to recruit at least one participant from each of the 13 area vocational high schools and 5 post-secondary vocational technical institutes and to train the participants in the latest media techniques.
16 participants from inner-city in Washington, D.C., and Baltimore and from rural and suburban schools in Maryland and Virginia. All are working on an advanced degree at Maryland.	Teams from 14 public and 2 private school systems were selected with emphasis on those serving large disadvantaged populations which had already implemented some changes involving media. Teams composed of an administrator team leader, a librarian, a media specialist and a master teacher.	18 selected from 500 applicants including teachers, media specialists, and counselors from across the nation.	8 participants selected from 50 applicants from the six New England States. The 8 teachers selected brought to the Institute many years of experience in rural education and an energetic interest and curiosity in educational media and technology.	This year 50 teachers, librarians, and administrators participated in a two week workshop to rewrite curricula guides to include behavioral objectives. Another two week educational media workshop followed to develop training materials for use with the revised guides.	8 participants representing a cross-section of the South were selected for the Academic Year. Each had experience as a teacher, media director, or librarian. 20 participants selected for the summer Institute from the upper South and Puerto Rico.	Selection of 20 participants was made by Directors and Principals of the 18 institutions; participants who would most benefit from the Institute and especially those to whom media responsibilities would be assigned after Institute's completion were given priority.
PACT offers a balance of formal and informal learning activities. The PACT program tries to demonstrate the instructional approach it advocates—i.e., the development of curriculum through materials production and usage, an individualized track graduate program, individualized and small group learning activities, seminars, and new approaches to learning.	3 Phases: 1st: Consultants instructed teams in utilization and rationale for systems analysis techniques as an approach to developing behavioral objectives. 2nd: Librarians, media specialists, and teachers spent time stating behavioral objectives, designing PERT Charts, and preparing their training programs. 3rd: Continued TAIC staff consulting with districts during program implementation.	Courses fell into four categories: a major area in media, a core of basic education courses, and two minor areas that varied with the participants background and interests. Throughout the program there have been a variety of practical experiences.	The general plan called for a formal 36 hour Master of Education degree program format. The first semester was devoted primarily to skill development in technical tasks, the second semester found participants in formal courses designed to appropriately apply in a rural setting the skills acquired during the first semester.	Since the role of the media specialist was new to the Chapel Hill-Carrboro School System, the primary attention was placed on interpreting the broad objectives in behavioral terms and explaining the behaviors to teachers and administrators. In addition, a part-time creative drama specialist provided a three day a-week inservice training program for interested teachers throughout the school system.	The expertise developed by the Academic Year participants will be shared with the 20 participants in the concentrated 3 week summer session. Formal classes, seminars, and workshops will give both groups opportunities to share theory, practice, and problems in the field of educational media.	The participants were introduced to media and its function in meeting learning teaching needs and to the background and basis of Instructional media. Formal presentations by the staff included local production techniques, overview of the media field, rationale for the use of media, suggestions for utilization and the role of media in the vocational technical curriculum.
Participants found particularly valuable the opportunity to follow a program individually tailored for them.	As teams experienced success, they have become committed to implementing further changes. As multiplier change agents, they are open, systematic and critical in their approach to changes in their districts.	Original plans called for the development of curriculum that could be adopted to other training programs. No specific funding was provided for this purpose and as a result, curriculum development was minimized even though many things were learned that could profitably have been formalized.	Participant feedback was invaluable in adjusting the day-to-day operational aspects of the program. Participants stressed the need for more specific production briefing concerning the goals of the Institute program and for individual contribution to the program.	Lack of supportive technical and clerical staff for media personnel in each school presented problems initially in establishing a professional role for the media specialist.	Insights have been broadened regarding the value of the educational background of experienced teachers. The value of each participant's experience in public school systems in recent years added a new dimension to the training program itself.	The participants' requests for extended opportunities for individual laboratory experiences was not expected, but this was arranged by scheduling evening and weekend hours.
The first year of PACT at Maryland has paved the way for sharing of knowledge and experiences on a more meaningful and personal level. Continued growth through the funding of PACT for two more years can help bring about the sought after improvements in education in the Middle-Atlantic Region.	Participants have disseminated information about the change process and instructional media to over 1,400 teachers and administrators.	18 persons will have completed the requirements for a specialist degree and all plan careers in the media field. The basic problem is 18 competent enthusiastic professionals nearer to solution.	Eight media specialists will receive M.Ed. degrees in August and return to media assignments in New England communities. A continuing dialogue is being established with these communities and the graduate media program at Boston University.	Increased and more effective use of media is evident throughout the system. A slide tape describing the role of the media specialist has been prepared and may be borrowed from Chapel Hill-Carrboro City Schools.	Outstanding results have been the growth and development in action and articulation in educational media on the part of the participants. U.S.O.E. is heading in the right direction by providing opportunities on a geographical level and focusing on the training of interns who can later serve as multipliers.	In Maine the Media Specialist Program has literally opened the media door for personnel who otherwise would have continued in the traditional fashion. In addition to classroom teachers some administrative personnel also have been given a glimpse of the potential for change which can be effected through media.

UNIVERSITY OF BRIDGEPORT

40-46

It has been recognized that numbers of supportive staff are needed to free teachers from housekeeping and technical duties and that increased use of technology in instructional communications requires the employment of media paraprofessionals.

The University of Bridgeport in consortium with the University of Hartford and with the cooperation of certain public schools, undertook an institute to train potential future trainers of media paraprofessionals.

30 persons applied for the 24 available positions. One-third of those selected were from public schools and the remainder represented community colleges and universities.

Instruction was divided into 4 phases: Introductory activities, group assignments of three days each in specific activities, two "free days" at the beginning of each week which permitted the participants to follow paths of their own choosing, and finally participants prepared their own media aide training programs.

The "mix" of participants from higher education institutions and from public schools offered opportunities for more idea sharing and "getting to know you" sessions than would have been possible otherwise.

Follow-up evaluation indicated that the average participant was not quite as skilled as he thought, except in TV equipment use. BEPD should continue, building upon the experience of this project, to encourage similar projects for trainers of media aides in other areas of the country.

NATIONAL SPECIAL MEDIA INSTITUTES

47-51

It is apparent that schools need help in finding and learning a practical system which will enable them to deal with their instructional problems more efficiently and effectively.

The National Special Media Institutes (NSMI) is a Consortium of institutions with strong programs in Instructional Technology. The consortium includes Syracuse University, the University of Southern California, United States International University and Michigan State University. Its purpose is to work directly with public school systems on the principles and procedures of Instructional Development. The result is the Instructional Development Institute (IDI) and related programs.

In the case of IDI, the participants are school or school district representatives from a system having large numbers of disadvantaged young people, limited resources and a strong desire to do something about solving their problems.

The IDI consists of approximately 40 hours of instruction using a variety of media in both large and small groups. School districts desiring to have an IDI must agree to release at least 50 teachers, administrators, policy makers and specialists for the full period of the Institute.

The ultimate benefit from each project will be the constructive changes in how the schools operate and this, of course, remains to be determined.

To assure the adoption of ID practices by schools participating in the IDI's, it is recommended that small grants be made to individual schools to permit them to acquire a complete set of the IDI materials for their own use. It is also recommended that the multiplier component of the project be expanded to accomplish wider dissemination of the IDI package in succeeding years.

UNIVERSITY OF SOUTHERN CALIFORNIA

52-56

To attempt to alleviate the shortage of media specialists who are trained in the problems of the urban school and to provide some media utilization and development support to these schools.

The operation set up an inter-related program which combines formal coursework at the University of Southern California with field experience in three selected urban school districts. Course work and field activity is tied together through a special institute seminar in the Department of Instructional Technology at USC.

From over 150 nationwide applicants, 16 were selected for institute year II of a three year urban school experience. In cooperation with school specialists, site administrators, teachers and instructional technologists, these interns were able to identify, evaluate and develop solutions to instructional problems in the urban school with some success.

Year long program with 3 areas of emphasis.

- 1) Formal coursework: leading to doctoral or masters degree.
- 2) Fieldwork: on urban school needs.
- 3) Seminar: bringing the university, school districts and the interns together.

Out of this experience there has developed a greater awareness of the decision making process. The interns' fieldwork underscores the fact that on-the-job experience in the application of instructional technology is an invaluable asset in any graduate program.

1) The fellowship students idealistic approaches to technological applications with media has been tempered by reality. 2) More sophisticated planning and use patterns of instructional media in the urban schools has materialized where the interns worked. 3) The program has drawn the university into a new relationship with cooperating districts.

SYRACUSE UNIVERSITY

57-59

The need for a serious study of curriculum in the field of educational media and technology and for personnel capable of developing curriculum in emphasizing educational technology.

At the Curriculum Development Institute of Syracuse University interns enrolled in normal graduate courses and a special seminar was organized in curriculum development for instructional technology for each intern. In addition, each intern became associated with a faculty member to carry on curriculum development projects. CDI was designed to prepare its interns to become competent in curriculum development.

15 interns were selected from 60 applicants. Some interns were mid-career, some were just beginning in the field, and some were continuing doctoral students at Syracuse University.

A period of intensive study of the Jobs in Media Study. The Media Guidelines Project, and other curriculum related studies were made. A variety of discussions during the year helped to develop competency statements in draft form.

The task outlined at the beginning of the project was more than could be attacked on a part-time basis over the period of a year. The task of curriculum development is always developing and is never finalized.

The interns expressed particular pleasure in having experienced considerable professional growth, achieved a degree of competency in curriculum development and widened their academic interests and capacities. We are recommending that CDI be continued for another year.

HAWAII

60-62

The need for media administrative and design specialists in Hawaii and the Pacific territories.

The Department of Educational Communications of the University of Hawaii is responsible for planning and carrying out a Media Training Program to alleviate the pressing need for media specialists.

Ten participants selected from those applicants with 3 years of teaching experience, a teaching certificate or certification as a librarian, an earned Master's Degree, and with media leadership potential.

During the 1970-1971 school year members of this Media Leadership group spent the 1st semester in academic and laboratory work to develop a working knowledge of media learning systems analysis and the laboratory skills involved with the selection, production and utilization of new media. The 2nd semester found each participant at work as a Media Specialist Intern in a going school situation.

The 10 interns maintained a consistently high level of involvement throughout the Institute program in what they felt was a most creative demonstration of the improvement of learning through the systematic analysis and application of media communication.

Each intern kept a diary of his activities and made a still photographic and 16mm motion film record of where he worked and what he accomplished. Together the interns produced a 16mm sound motion picture film which is available to the participants of other media trainee groups.

CLARION STATE COLLEGE

63-69

To educate not just media specialists but rather "comprehensive specialists," Instructional Development Specialists--personnel able to identify and work toward the solution of any and all educational problems.

Phase One (1969-1970) of the Clarion EPDA Institute concentrated on administrative and teacher readiness. It became the charge of Phase Two (1970-1971) to implement a comprehensive training and education program which would produce instructional development personnel.

Nine qualified representatives of local school districts plus a tenth from the University of Puerto Rico became full-time graduate students in the Division of Communication, Clarion State College.

36 credit hours of formal instruction including: traditional classes, production labs, informal meetings, formal seminars, and field internships. In the framework of a seven-semester credit hour time block participants followed a step by step analysis of an instructional development problem (the NSMI Instructional Development Model) and developed a validated solution to that problem.

A common direction was maintained from the beginning of the Institute--all participants wanted and expected to see a decided improvement soon in the quality of education at the regional and national level, and each acknowledged a personal commitment to that goal.

The entire educational audience (students, teachers, administrators and policy makers) was involved in the project, and "real" instructional problems were attacked giving participants both a chance to learn and to put learning into practice. This instructional development activity was the chief success of the Institute.

Outcomes of the Clarion Institute indicate and uncover the need for additional efforts during and after such programs. USOE is urged to consider possible allocation of funds to these areas.

MICHIGAN STATE UNIVERSITY

70-74

The extreme shortage of specialists in instructional technology is a major reason for the low level impact of instructional technology on education. Competent educators with expertise in instructional technology are essential for providing teachers with guidance in the optimum use of new media and methods.

In cooperation with the Ingham Intermediate School District and Michigan State University, the faculty in Instructional Development and Technology devised a plan for selecting educators with master's degrees to spend two years in a program leading to the doctorate in Education with a major in Instructional Development.

12 interns selected from 85 applicants. All 12 had Master's degrees and two or more years of teaching experience. All but two took their Master's degrees in educational media.

To prepare instructional media specialists to work in schools, teacher training institutions and community colleges; it was designed to emphasize the work of the instructional media specialist in preservice and inservice teacher education, vocational education and the education of the disadvantaged from rural and urban areas.

A development not anticipated was the enthusiasm with which participants responded to the opportunity to share in planning and directing the Institute seminar. Since mid-year, the participants have carried a major share of the responsibility for planning and directing seminar activities.

In view of the inadequacy of the supply of specialists in Instructional Technology and the obvious interest of many able educators to obtain advanced professional preparation in this field, the Federal Government would be wise to continue to support Institutes and fellowship programs for the preparation of these specialists.

NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION

75-78

The need at the local school level for a professional staff member capable of assisting teachers and pupils to effectively utilize media.

North Carolina State Department of Public Instruction held a series of six three-week institutes to extend the acknowledged competencies in the organization of management of print materials of certificated librarians to include audio-visual materials.

179 participants came to the six institute sites and devoted full-time to institute activities during its duration. Each participant was employed as a librarian in a North Carolina public school.

The program of activities was designed to provide experiences most likely to result in the changes in knowledge, skills and attitudes desired in media specialists. These experiences were provided through lecture demonstration and through correlated laboratory experiences.

Success of the institutes is attributed to two distinct factors: (1) the institute's staff involvement in the collective planning of the activities and (2) the enthusiasm and desire on the part of the participants.

Correspondence with participants and post-institute observation revealed a need for involvement of not only the media specialist but also the local school administrator in similar future institutes. It is recommended that both be involved to provide a mutual understanding of the contribution an effective media program can make to learning.

A PROGRAM FOR ADMINISTRATORS IN CURRICULUM TECHNOLOGY

University of Maryland

Problem School district leaders and college board members of the Middle Atlantic States region are concerned and perplexed by the inferior performance of children in ghetto schools, the plight of the rural disadvantaged, the failure of suburban schools to keep up with educational innovation and the crisis in higher education. Solutions to these broad problems are vital and necessary. In the belief that systematic instructional changes and improvement can come from within the existing structures by involving the leadership of the supervisory and administrative personnel of the schools, the University of Maryland College of Education received funding for the first year of a three year Program for Administrators in Curriculum Technology (PACT). The PACT program is under the direction of Dr. Desmond P. Wedberg, Director of the Educational Technology Center of the University of Maryland.

Plan The PACT program advocates the establishment of an interdisciplinary approach involving the areas of administration, teaching methodology, supervision, library science, curriculum, and educational technology. Within this diversified context the participants with staff assistance will be able to stimulate, demonstrate and test the capabilities of various mediated instructional systems either in existing educational situations or new ones.

The following four specific goals are the program guidelines:

- 1) Develop leadership personnel with skill in the design, implementation, and administration of educational technology systems.
- 2) Provide specific relevant experiences in the development of curriculum and educational media, and the kinds of administrative patterns necessary for their effective use.
- 3) Have each participant develop an in-service program in his school, including the necessary materials to implement the plan to parents, teachers and governing board.
- 4) Implement participants' programs through the joint cooperation of the schools and school systems involved and the University of Maryland.

People

The media specialist Program for Administrators in Curriculum Technology (PACT) began in the fall of 1970 with sixteen participants.

PACT fellows represent diverse leadership positions as well as a variety of geographical areas. For example, there are master teachers, school librarians, media specialists, curriculum coordinators, directors of instruction, and development specialists who represent rural and suburban schools of Maryland and Virginia as well as inner-city schools from the District of Columbia and Baltimore. All participants are working on an advanced graduate degree at Maryland under a time arrangement of one academic year of full time and an academic year of part-time study. Under this scheme, the full time students are currently on leave from their school assignments while the part-time members are still on the job in their schools. Next year each participant will reverse his status and continue in the program accordingly.

Program

While based primarily in the College of Education's Department of Administration, Supervision and Curriculum, the program offers a balance of formal and informal learning activities. The formal activities consist of traditionally oriented academic courses within the University community, both in the College of Education and outside of it. One day each week all participants and staff meet for a special seminar to share plans, problems and review the schedule of coming events. The informal facets include taking field trips to innovative schools, meeting with guests or consultants, attending social functions, and working with other graduate students. Usually no academic credit or quality points are granted for the informal participation. Of the various events and experiences, both informal and formal, that have taken place to date the participants unanimously agreed the following were outstanding:

- Exposure to the "multimage" concept.

- Lunch with Dr. Lloyd Trump.

- Field trip to Washington County Board of Education's closed circuit television operation, Hagerstown, Maryland.

- Full day seminar under the leadership of curriculum philosopher Dr. Philo Pritzkau.

- Visit to CAI project at Einstein High School, Montgomery County, Maryland.

- Social gatherings at the homes of Dr. James Dudley, Chairman of the Department of Administration, Supervision and Curriculum; and of the program co-director Dr. Vernon E. Anderson.

- Attendance at the March AECT convention in Philadelphia.

- Helping to write the proposal of the three-year extension of PACT Program.

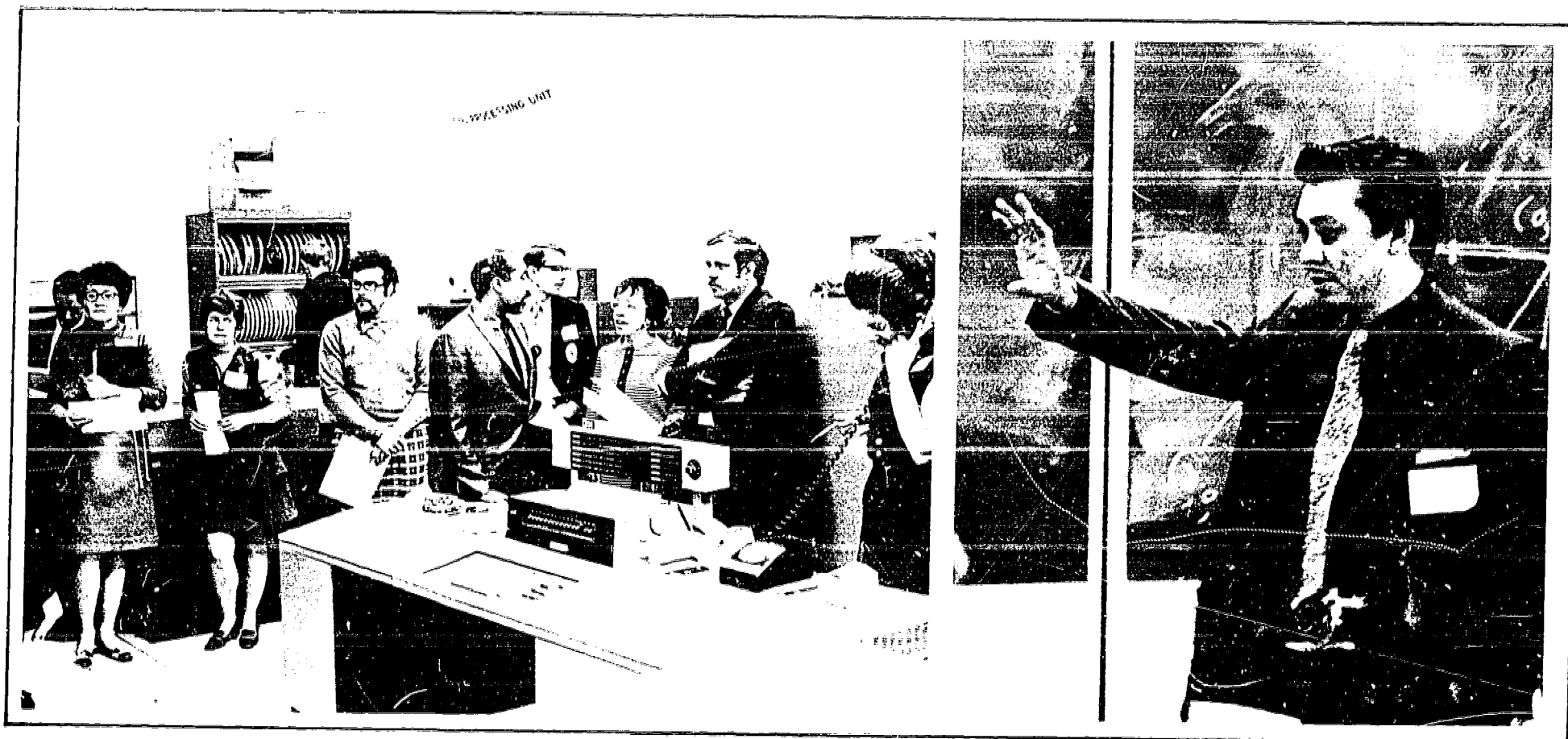
- Unexpected scenario-shooting expedition.

Regardless of the type of learning activities, the PACT project tries to demonstrate the instructional approaches it advocates, i.e., the development of curriculum through materials production and utilization; an individualized track graduate program based on the range of participants' backgrounds, the use of individual and small group learning activities; the production and use of packages for personalized instruction in the seminar offered in the institute; the testing of an in-service program in a school setting. A significant feature is the in-service field project in the part-time participant's own school setting in which he is influencing the behavior of a group of teachers in the utilization of new approaches to learning. This project is being accomplished by the planning, designing, preparing, implementing and evaluating of an instructional system by PACT fellows and faculty. Of course, the new system is to be administered and supervised by each participant. Consequently, PACT personnel use the multiplier effect as both a benchmark and gauge to examine the impact of their projects.

Perceptions Reactions to PACT have been generally favorable. Participants like the informality of the relationship they share with PACT personnel and with each other. Interactions are lively, stimulating and friendly. The popular and profitable atmosphere has been conducive to an "open and honest" exchange of ideas. Participants report that a much greater degree of mutual respect and freedom of opinion exists in PACT than in other segments of their University program.

The PACT staff recognizes the fact that any group such as these PACT participants brings a great wealth of empirical data and information to a program . . . a highly unique and invaluable input which could not be acquired in any other way. This resource is being extensively utilized in a meaningful and sincere manner as participants are involved in the planning for and teaching of many program phases. One PACT fellow remarked, "This experience has helped to maximize what each of us has been able to take away from our seminars." The attendance of two participants at the weekly staff meetings has helped keep two-way communication open.

Participants find particularly valuable the opportunity to follow a program individually tailored for each one of them. The writing of behavioral objectives by each for both his advanced degree program and field project has helped to make this aspect of the institute more workable. Taking courses outside the College of Education has also enriched their schedules. Often these courses have meshed well with, and, in some instances, built upon the learning from production sessions, mini-courses and independent study projects of the PACT seminar day.



As in any new program, procedures which seemed fine on paper have had to be changed, modified, or re-examined as the 'real operation' progressed. One problem area which required some attention involved the feeling of part-timers, all of whom are still working at their jobs, that they cannot adequately fulfill either their jobs or their PACT commitments. However, most part-time fellows feel that their participation has been rewarding through the field projects that they have carried out and through the help given them by staff members and full-time participants. In another area, some full-timers feel that they should remain in closer contact with their schools while in the PACT program. Time appears to be the most significant constraint.

Some difficulty surrounds the complexities of implementing a truly personalized curriculum within the somewhat traditional graduate training program. Certain course requirements seem to divert the participants' energies from focusing on the dominant career goal.

Open evaluations of the Institute between PACT participants and staff members have resulted in a rearrangement of the entire schedule for the second semester. Presently, reorientations and changes are made weekly as the need occurs. This pattern will continue until the all day seminars more closely meet the needs of both part-time and full-time participants.

Results

Participants have demonstrated that considerable learning of communication skills has taken place during this first year through observing a variety of media forms and creating audiovisual presentations of their own. Talents have definitely been shared and new techniques explored during this latter activity. In some instances the productions will be used as part of the field projects in home school systems or at the AECT convention.

According to participants there have been several other satisfying aspects of the program such as the high caliber of the participants, the wide variety

in their backgrounds, the world-wide reputation of the staff members, the general non-academic orientation of the program, and the slow evolvement of an "on-going" Institute. Most pleasant of all however, has been the acceptance of the staff and the participants of one another for what each has to contribute. They make each other feel at ease in groups and are willing to share their experiences and skills with one another. PACT members do not feel competitive because no one is seeking advancement over another since each has a job to return to when the program is completed. "For me," said one participant, "the way everyone helps one another is great! Whether it's help with the reprogram, assistance in a production for AECT, or designing a new instructional system, the team is there!"

Many insights into the educational process have been gained from participation in the program. Of special interest has been the growth of an understanding for the past, present and future of the educational technology movement in this country. Participants have come to realize that the particular medium with which they are working, such as CAI or ITV is not the only undeveloped one. They also have become aware of pilot educational projects in regional school systems while developing a better understanding for the role of educational technology in their own systems. Indeed, some say that they can finally define "educational technology" with some degree of certainty!

Recommendations

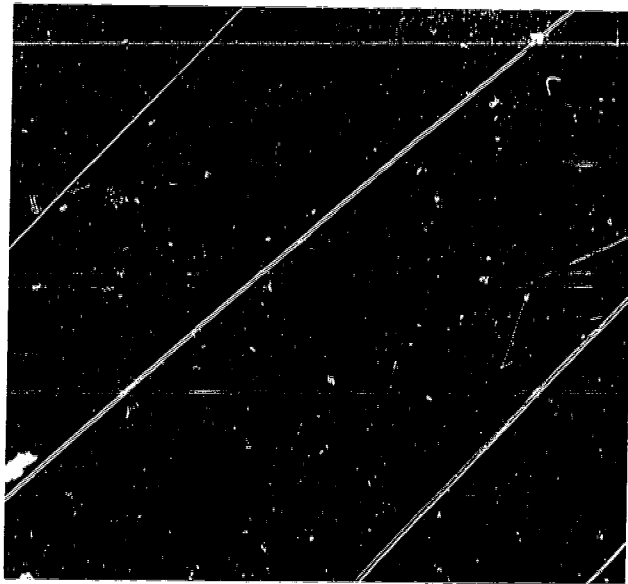
In planning and carrying out the Institute program during the past year, the University of Maryland Institute staff found that consultants can be one of the best sources of input for the participants. However, actually getting an appropriate consultant may be difficult and time consuming. It is recommended that there be a source list of organizations and persons, private and government, across the country that are noted for expertise in areas related to the media specialist institute programs.

Staff and participants welcome the opportunity to talk with policy makers of U.S.O.E. such as members of the Leadership Training Institute panel about the institute. It is recommended that more visits be arranged for such persons to the institutes so that there is more opportunity for interaction regarding what the policy maker believes to be the critical issues and trends in media and education.

Along these same lines it is recommended that information be disseminated about the various levels and types of programs, e.g., sources of funds, available to both institutions and individuals. This is particularly important when the "multiplier effect" stimulates the demand for further programs.

THE ADMINISTRATION OF INSTRUCTIONAL CHANGE

*Board of Cooperative Educational Services (BOCES)
Nassau, New York*



Problem

The Board of Cooperative Educational Services (BOCES) of Nassau County, New York, representing 56 school districts identified the need to effect district-wide changes in education by integrating media more fully into the curriculum. Teams of leadership personnel were necessary to provide districts with strategies to cope with problems that blocked change, including administrative support. The Administration of Instructional Change Institute (TAIC) emerged from conferences of BOCES' Research and Development Director, Jack Tanzman, and several district administrators who concluded that to effectuate planned behavior changes, districts needed to further develop, expand, and unify their media programs. Team leadership was required if the solution to a problem was to be effective and if a multiplier effect was to operate within each district. Much of the thinking was predicated on the 1969 BOCES-EPDA Institute which had shown the value of district teams in implementing district media programs, but had not provided administrative support within the teams.

Plan

To implement a systems approach to education through media, an eighteen-month project was designed to train leadership teams beginning with a six week intensive summer program. Each team was to develop with TAIC, BOCES and consultant staff, a teacher-training program which would 1) upgrade their knowledge of evaluation techniques and their critical judgments about the instructional process; 2) extend their use of existing media



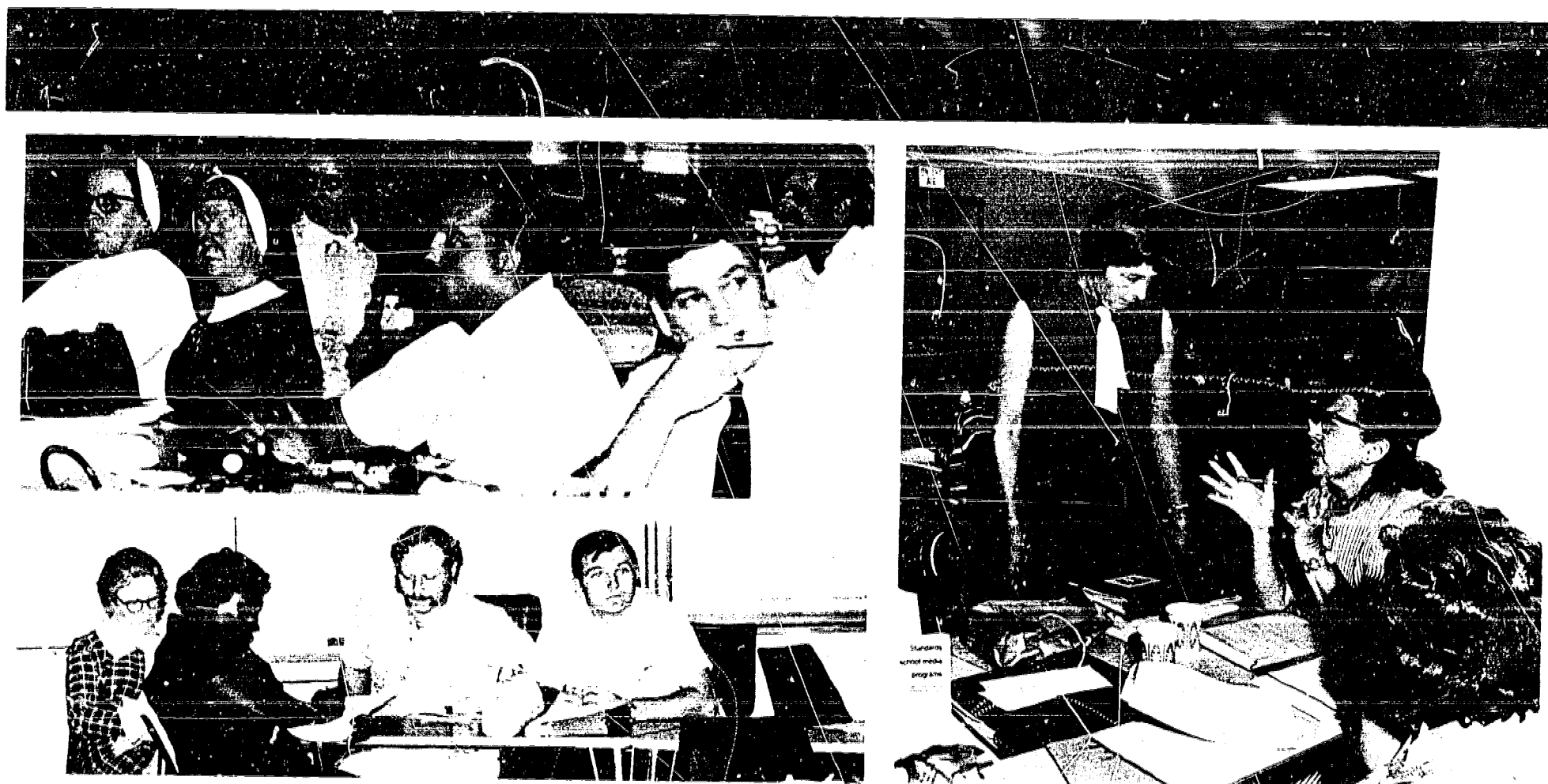
in their district; 3) effectuate planned behavior changes in the teaching learning process; and 4) provide districts with strategies for further innovation and change. To insure the success of the program, a district commitment from both its board of education and administration was required of each team, so that each project uniquely designed for the district would be implemented during the academic year.

People

District selection was based on those that had a significant disadvantaged population and had already implemented some changes involving media which provided a sight and sound curriculum for underprivileged students. It was anticipated that the TAIC Institute would accelerate and facilitate further district wide development of media programs. Of the 29 school systems that applied, 14 public and 2 from private sectors were chosen from Nassau County. Teams from other urban disadvantaged areas were invited to participate; thus, one team came from Puerto Rico and 2 participants were sent by the Bureau of Indian Affairs. One group audited the program, and eight districts were selected as alternates. Each district's team was composed of an administrator team leader: i.e., assistant superintendent, district wide curriculum coordinator, or principal; a librarian, a media specialist, and a master teacher.

Program

During the first phase of the TAIC Institute, nationally recognized consultants who had worked in the area of innovations and change, stimulated and instructed all team members in a utilization and



rationale for systems analysis techniques as an approach to developing behavioral objectives: 1) for each team during the institute; 2) for district wide training programs; 3) for building wide inservice programs; and 4) for both students and teachers in the classroom. Similarly, curricular problems were systematically analyzed in regard to: teaching-learning processes and decision-making through behavioral objectives; the importance of media and technology in the school environment especially for the disadvantaged student; and use of simulations technique. By the conclusion of phase one, each team had determined some course of appropriate action. At this point, the administrators left, fully aware of the TAIC goals and objectives and their role as facilitators.

Phase two of the program was designed for the librarians, media specialists and teachers who spent the remaining three weeks of the Summer Institute program stating specific behavioral objectives, designing PERT charts, developing procedures and gathering materials for their training programs. Each TAIC project was unique, although 10 teams designed in-service courses incorporating media more fully into their curriculum decisions. Specialized projects were also developed in the areas of individualized instruction with mediated materials, microteaching for self-analysis and instructional improvement and clinical supervision. During this period, several teams contacted their chief school administrators to inform them of their objectives.

The third phase of the program involved continued TAIC staff consulting services with districts while they implemented their programs. In the fall, each TAIC team presented its program and its program document to their respective Boards of Education and administrations. Since then, programs

have been successfully implemented in all but one district. A full time staff person was assigned to evaluate, coordinate, consult and support TAIC teams, while they implemented their programs.

TAIC districts have participated in the Assistance and Information Institutes conducted by the Title III Regional Center and BOCES Research & Development Division, where they have had opportunities to further refine their programs.

Perceptions

Programmatically, clinical supervision had the most dramatic effect on the participants. Fourteen teams incorporated this into their district project and have since implemented their own version of it.

The enthusiasm generated during the summer has not diminished, and in most instances, as teams experienced success in working with their colleagues, it has increased. They have become more committed to implementing further changes. As multiplier change agents, they are more open, systematic, and critical in their approach to innovations for their districts. Atypical of many in-service programs, these change agents are extremely concerned with all members of the community knowing what is happening by making presentations to their Boards of Education, PTA, and professional groups—they want to be held accountable. Team members feel that there are many important things that must be done in education—and they feel that they have an important role to play in this change process. The Assistance and Information Institutes provided administrators and teachers with the supplementary inputs which enabled them to lend further support to their TAIC team.

results

TAIC participants work extremely hard and with a tremendous commitment to effect the behavior changes desired within their own districts. All eighteen active teams have held workshops within their districts varying in duration from 4 to 18 weeks. Four hundred thirty-five educators were reached. Due to unforeseen internal political problems, the nineteenth district will only implement a modified version of their TAIC project in 1971-72.

Either as part of a district team or as individuals, participants have conducted one day district-wide programs in not only their own districts but neighboring districts and at professional association meetings on the county and state level. Participants have disseminated information about the change process and instructional media to over 1,400 teachers and administrators.

TAIC projects have increased district-wide media programs, and media utilization in the classroom. Most participating districts have refined and expanded their existing learning resource facilities. Participants and their

trainees have found that they have changed their teaching patterns by such statements as: "I could never go back to teaching the way I did prior to the institute." The consensus of most participants and teams is that they have been successful in implementing the behavior changes and integrating media more effectively into their district's curriculum. Beyond the surveys, pre-tests and post-tests, this can be observed by the continuing interest and inquiries received by the TAIC director about further programs or special activities directly related to TAIC.

Extensive use has been made of the 11 minicourse films on Effective Questioning, The Teacher Self-Appraisal materials, the Vim Set Series on Behavioral Objectives, and the video tape recorders available through BOCES.

Nine districts have either acquired or budgeted for video tape recorders. Five have knocked down a few walls to create learning resource centers. All have added significantly to their print and non-print professional libraries and most reallocated funds for software.

Recommendations

Staff and participants feel they can attribute the projects successes to the following provisions and recommend that other projects may consider these factors.

Providing individuals or teams with a new skill is not sufficient to implement change. Nor is it fair to anticipate that once a team has developed a program, a district will automatically adopt it. TAIC's success is in direct proportion to each participating school system's commitment to implement and support its team's project.

Teams are essential for implementing programs where short-term training and long-term implementing is part of the project design. Individual participants were honored by their districts' requests that they participate as members of a TAIC team and acting as a team, develop a useful product which would accelerate change for the district. As a team, they complemented each other in the skills they brought to the Institute, the new skills they shared and learned during the Institute, and in the moral support they could give when implementing change proved as difficult as they were warned it could be.

Techniques of PERT are useful as a sequencing of activities, as systematic planning documents and as blueprints for training programs. Few teams maintained the rigorous schedules or time lines they prepared; however, most carried out all of their activities. Also, as a planning document, when they presented their plan of operation to their local districts, it provided a visible and concise statement of their program orientation and what a systematic approach to education could be. TAIC team members had continuing resources both in hard and software materials and personnel available to them. This continuing support and follow-up program provided the additional impetus necessary within the districts for the further success of each TAIC project.



Problem The acknowledged importance of instructional materials to the process of educational change in elementary and secondary schools stands in contrast to the amount and kind of training available for personnel charged with the design and development of such materials. Projections indicated a need for a four fold increase in the number of educational development personnel between 1966 and 1972. Not more than half of this number could be supplied by known training programs. Therefore, the goal of this program was two fold:

1. Building on the then existing media training program at Indiana University to develop a two year graduate curriculum leading to a specialist degree with a major emphasis in the design and development of instructional materials.
2. To provide graduate training leading to at least the specialist degree for 18 experienced teachers with an interest in media and the development of instructional materials.

Plan The plan for carrying out the two fold goal was based on selecting participants with backgrounds and interests appropriate to instructional design and development specialists and then building on this through interdisciplinary content carefully selected from the areas of behavioral science, education, and instructional technology. The plan called for integration of formal course-work with a variety of practical work experiences in the areas of teaching and the design and development of materials. These work experiences were to emphasize the team approach, the specification of behavioral objectives and the evaluation of materials in terms of these specified objectives.

People

Well over 500 persons inquired about the program and 18 persons were selected on the basis of G.R.E. scores, recommendations, college grades and professional experiences. These persons represented a varied geographic and subject area background. One measure of the success of choosing participants is the fact that only one of the original group dropped out . . . to take a position teaching in an inner city school. He was replaced by the first alternate.

Program

The program cannot be easily outlined in a meaningful form because there was a great deal of flexibility depending on the background of each individual participant. Courses fell into four categories, a major area in media, a core of basic education courses, and two minor areas that varied with the participants background and interests. The major in media consisted of courses in graphics and photography, motion pictures and television, programming and writing, selection and utilization of media, instructional design, as well as theoretical aspects of instructional technology. The core of basic education courses included such subjects as statistics and measurement, psychology, history and philosophy, curriculum, and research and evaluation. Typically minor areas were psychology, curriculum, educational television, the arts, or a subject matter speciality.

Throughout the program there have been a variety of practical experiences. These originated with a general orientation to instructional design and development and as student competence developed students began to work on individual projects teamed with a client. These experiences have included:

- Working with a high school French teacher to develop a series of transparencies for teaching vocabulary and grammar in a realistic context.

- Designing and producing a series of printed and projected materials for the teaching of a basic anthropology course.

- Developing audio tapes to teach interaction analysis, a technique aimed at improving classroom teaching.

- Writing several articles published in the Phi Delta Kappan.

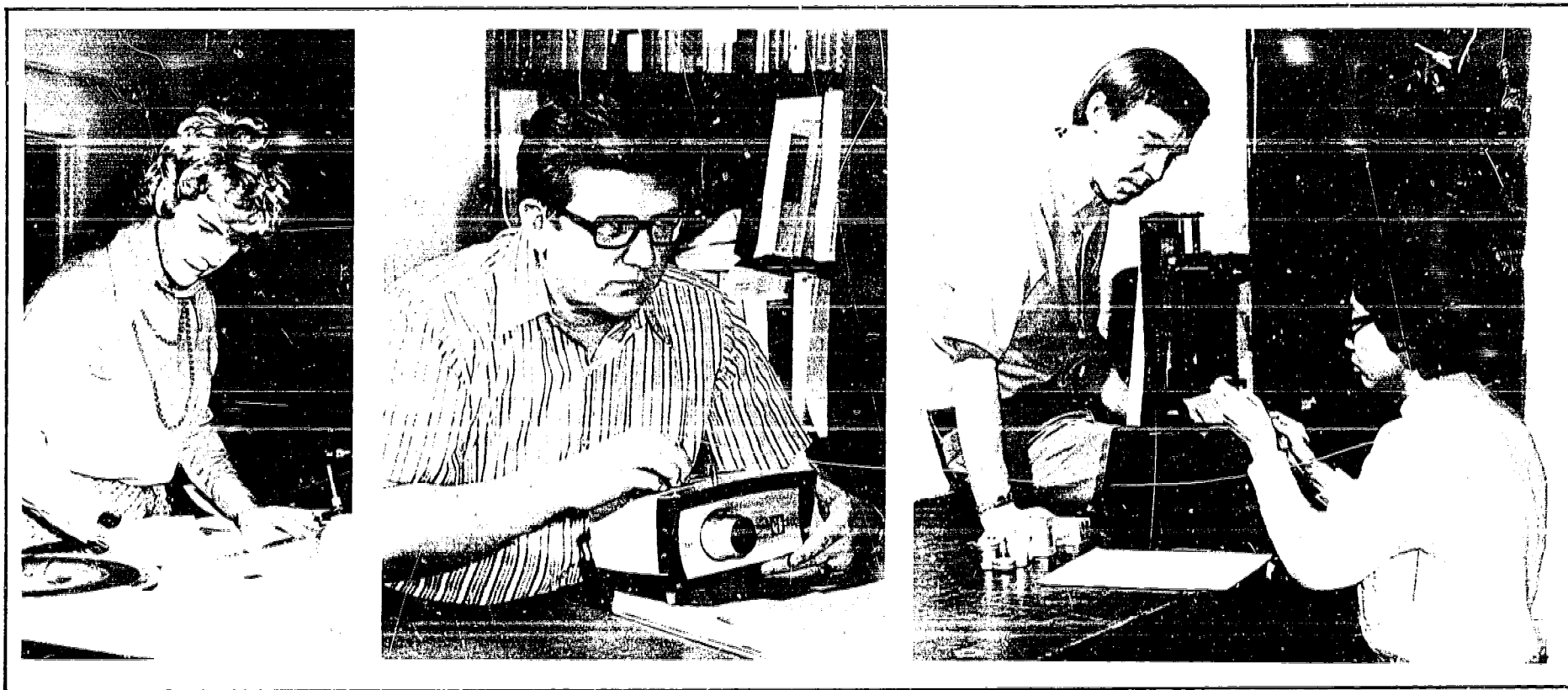
- Writing and illustrating a poetry anthology for high school that is being published by a major publisher.

- Teaching a variety of workshops for teachers having to do with the effective use of media.

- Teaching a group of high school students basic techniques of motion picture production.

- Developing multi image slide and film presentations covering several subject areas.

- Serving as camera men and editors for several educational film productions.



Working with a group of librarians to develop materials for teaching the skills needed to successfully utilize library resources.

Teaching basic courses in graphic production for teachers.

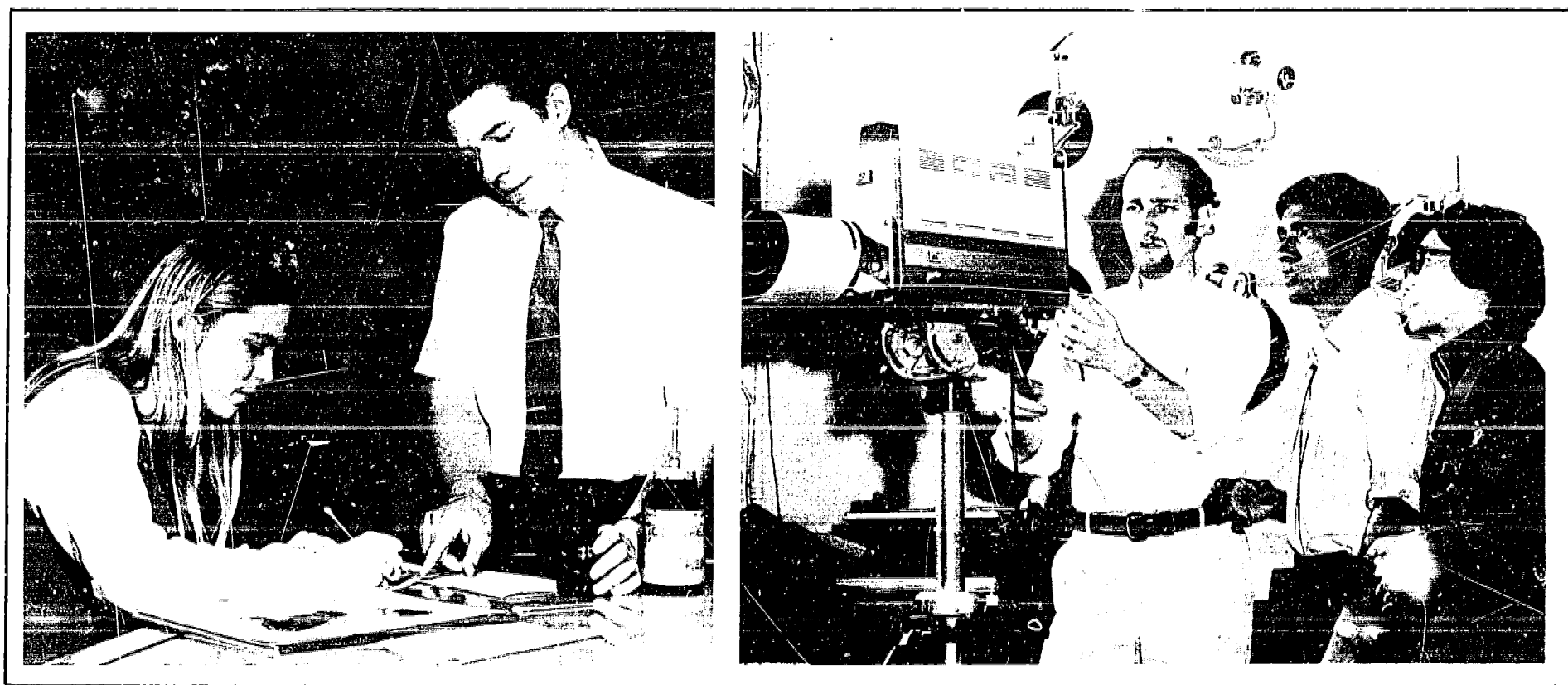
Working with high school teachers to design and produce materials in the area of earth science.

Working with groups of elementary teachers on development of core units in science and in social studies.

In addition students have participated in a wide variety of workshops, conferences, and special programs planned to widen their range of experience in the media field.

Perceptions There have been relatively few surprises except perhaps, the unusually high caliber of the participants. As expected there has never been enough time or resources to do all the things that needed doing. The original plans called for development of a curriculum that could be adapted to other training programs. No specific funding was provided for this purpose and as a result curricular development was minimized even though many things were learned that could profitably have been formalized. One really important question is "how would such a program be carried out if it were possible to start over with the benefits of 20/20 hindsight." Basically the program would not change much. There would be additional effort to involve participants more deeply in a graduated sequence of development projects related to public schools; the directors would aim for a curriculum which more fully integrates research and practice; and greater emphasis would be placed on techniques of evaluation and their application to the development of instructional materials.

Results At the time of writing this report the program is still six weeks from completion. An evaluation instrument will be administered



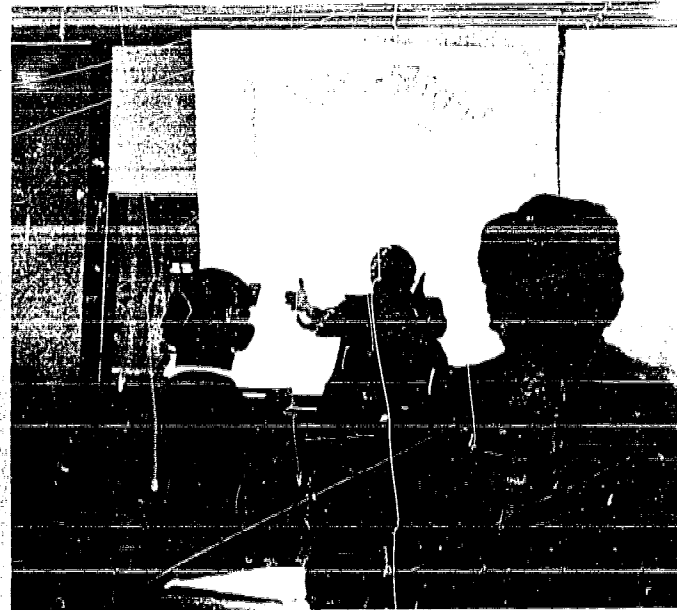
at the end of the program that should throw some light on the successes and failures of the program. Subjectively it can be said that the participants are involved, busy and as one of them said "Morale is exceedingly high among the group as is characteristic of Division of Instructional Systems Technology graduate students and not typical of graduate students in general." From the empirical point of view 18 persons will have completed the requirements for a specialist degree and all plan careers in the media field. The basic problem is 18 competent enthusiastic professionals nearer to a solution. Moreover some of these persons will in turn participate in training programs where future specialists will receive their training. Much of the substantive program that has been developed has influenced the course work of dozens of other present and future students in the Division of Instructional Systems Technology.

Recommendations

As this program comes to an end there is no doubt of its overall success. Much has been learned that can and will improve the training of future message design and development specialists. However, without fellowship funding future programs will lack the financial impetus that enabled this program to start and end with an unusually high caliber group of participants, to provide optimum quality and quantity of equipment and materials for training use, and to provide a variety of stimulating professional experiences for the participants. Something has been started, a strategy that U.S.O.E. might now follow to assure further development of this and other similar programs would be to fund the systematic application of instructional systems methodology to the development, evaluation and dissemination of a prototype curriculum. This amounts to applying the best know how of the field to the most acute problem of the field . . . highly trained professionals. This strategy has multiple multiplier potential.

MEDIA GENERALISTS FOR RURAL SCHOOLS

Boston University



Problem

Can eight individuals with such varied backgrounds as teachers of art, English, social studies, industrial arts, and biology, coming from rural school systems in each of the New England states find happiness in a large urban university? What is so different about rural schools? Are the learning problems of children in rural schools different from those of children in the inner city school? What does a media generalist in a rural school district do? What special skills must he possess? What tools must he have in order to do his job? These questions and many others are in the process of being answered through a series of institute experiences under the sponsorship of the Media Specialist Program in the Bureau of Libraries and Educational Technology. The first eight graduates of this program are about to return to their school districts. These eight teachers brought to Boston University their many years of teaching experience in the rural schools of New England, their understanding of rural school children, a very real understanding of the socio-economic problems of teaching and learning in a rural community and an energetic interest and curiosity in educational media and technology. In almost every case these eight had either been given, or taken on, the responsibility for some aspect of the media program for their school district without any real training for the job. Certainly this is not an unusual situation for teachers in small New England school districts.

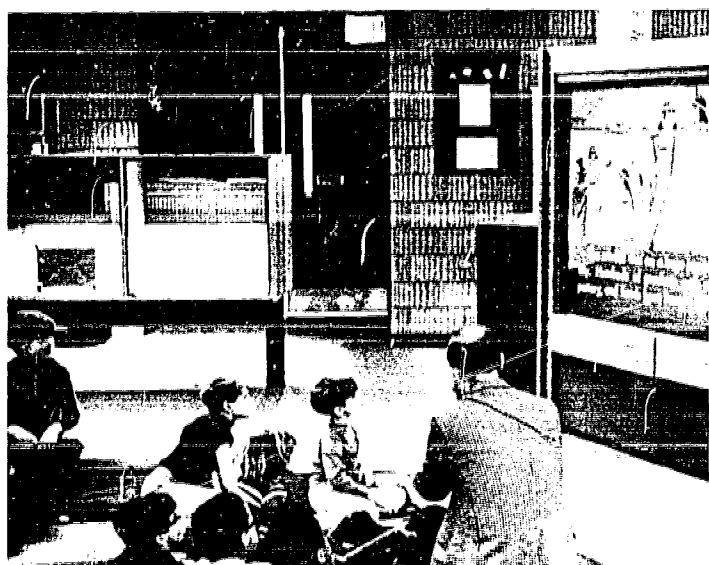
The institute program concept was based on the idea that the role of the media director in rural areas is much the same as that of the director working in urban inner-city programs. The educational problems are surprisingly similar—large numbers of economically disadvantaged children, inadequate financial support and isolation from most of the effects of educational innovation and Federal programs designed to upgrade instruction. Few rural school districts have had resident experts with either the time or the talent for writing the various “proposals” required for funding innovative solutions to rural school problems. Educational leadership in rural areas is diffuse and close contact with new developments in education, new curricula, media, uses of technology, administrative practices and Federal aid programs all tend to be slowly adopted in schools outside of the urban-suburban population centers. It would appear that the rural schools should afford an ideal environment in which to innovate

solutions to the educational problems of the disadvantaged. The basic instructional and socio-economic problems are the same as those of the large urban centers but the overwhelming numbers of children, the sheer magnitude of the problem in the core city is absent. There are few media specialists in the rural schools of New England, perhaps taking teachers from their school districts, training them to undertake an instructional development-change agent role and returning them to their school district could infuse new life into rural education!

Plan An analysis of the similarities of the urban and rural educational context led to an institute design that would make use of the unique strengths of Boston University as an urban university in order that participants might gain a new perspective on rural educational media programs through a special set of "urban glasses". Field work in an inner city school making optimum use of media and instructional technology in an innovative instructional design making extensive use of Federal funding was an essential part of the plan.

Since the one difference between urban and rural schools would appear to be the availability of para-professional and other support staff and the lack of close knit professional peer "moral support" or consultative assistance the institute plan had to prepare the participant to be self supporting in terms of his media skills and knowledge of instructional technology. A rural school media generalist must realize that any media skills necessary for program operation must be in his or her own personal repertory. The rural media specialist must be skilled in television, media production techniques, facility design, media selection, curriculum theory and design, theories of learning and communication and the selection of instructional equipment. The program set out to update the concept of the Yankee Handyman who knew a little about a lot of things and as the saying goes "not a lot about anything". To a wide range of skills, knowledge and techniques in the media field, the institute plan hoped to add the dimension of continuing curiosity concerning instructional technology and a knowledge of sources of new insights, information and consultative assistance. The Yankee Handyman had a type of curiosity and willingness to try that makes him a very appropriate role model for the rural media generalist of today.

People Eight participants were selected from those applying; some fifty part-time librarians or audiovisual specialists and classroom teachers from the six New England states. Criteria for selection included the experience of the applicant, recommendations from his superintendent, the rural nature of his school system and data required for University admission to graduate study. Those selected represent small rural New England school districts such as Naples and Kennebunk, Maine; Proctor, Vermont; New Ipswich, New Hampshire; Groveland and Norton, Massachusetts.



Program

Planning an institute experience that meets the needs of formal academic degree requirements, participant expectations, Office of Education guidelines, staff and resource allocation constraints, and projected role responsibilities of the media professional in a rural school setting represents a very real challenge for an institute director.

The general plan for the institute was based on a formal thirty-six credit hour Master of Education degree program format. Participants were to be enrolled in five courses each semester and two courses during the following summer session. In addition to these courses an extensive array of informal directed learning activities were planned during each semester. The assistant director of the institute was available to conduct such activities as sessions in equipment operation on an individualized basis, photography and darkroom technique, advanced media production, advanced television practicum and workshops were continued through the academic year.

The first semester was primarily devoted to skill development in the many technical tasks that are expected of the media generalist. The participants were enrolled in graduate courses along with other graduate students for part of their training. It was felt important that the participants have an opportunity to meet and work with as wide a range of people as possible. During this semester the participants worked together in a special institute section of the *media production* course and the *instructional television* course. The institute format made these two courses a much richer learning experience since participants were able to spend much greater amounts of time in project activities and individual consultation with the instructors. Additional formal course

experiences involved a course in *Screen Education* taught by Mr. Anthony Hodgkinson, an internationally known authority in the area of visual literacy and author of the U.N.E.S.C.O. publication on screen education. A course dealing with the design of teaching facilities for instructional technology was taught by the institute director. This particular course made extensive use of field trips to schools in the greater Boston area where good planning for media and technology was exemplified. The final course experience during this first semester dealt with a general introduction into the broad field of educational technology and the schools. Extensive supplementary work in media production was a feature of the participants' extra-curricular activity during this semester devoted primarily to skills development.

During the second semester participants were enrolled in a series of formal courses designed to deal with the appropriate application in the rural school setting of the skills acquired during the preceeding semester. Dr. Tom Cyrs taught a course in *Systems Approach to Media Design*. This experience provides extensive practice in writing cognitive, affective and psychomotor objectives as a basis for the development of mediated curricula. Since this skill is becoming mandatory in proposal writing for Federal support, the participants should find this experience invaluable upon their return to their school systems. Proposal writing was also one of the major topics discussed in a seminar experience with the institute director. This seminar provided the participants with an opportunity to discuss the overall institute experience, explore role models, communication theory, and meet with special consultants such as Conrad Karlson (the young director of an innovative high school course in photograph and film making), and State Department of Education staff (speaking on the availability of Federal and State funding for innovative programs) who have come to the University to share their experiences. In addition, the seminar provided the institute director with an opportunity to discuss participant reactions to the institute—an invaluable source of feedback so necessary in the process evaluation of the institute experience.

Field work in a variety of urban and suburban settings during this period afforded an opportunity to try out new skills and insights. Several participants shared their experience with students in the undergraduate media course at the School of Education. This proved to be a very valuable experience for the students and the participants and this type of activity will be expanded during the next institute year.

Courses in *Administration of Media Programs* and *Selection of Instructional Materials* completed the formal course sequence during this second semester. Both of these courses involved field trips to exemplary programs in school systems and extensive analysis of the selection and administrative aspects of a media program. This semester also found the participants in intensive supplementary activity in the areas of photography and instructional television.



One of the highlights of this semester's experience was the special workshop involving the participants and their superintendents of schools in a dialogue and field trip experience designed to give a sense of community between the program and the local school district. This session was an unqualified success. The superintendents of schools had an opportunity to meet with the institute staff and participants, take field trips to innovative schools and hear presentations from leaders in the media field. This sample of what their staff members had experienced at Boston University gave them new insights concerning potential media development in their own school district. This link between the superintendent, the participant, and the institute staff should be invaluable in getting programs started during the next year or two. We plan on following up on this relationship.

During the summer session participants are completing academic degree requirements in the School of Education and all participants will be graduated in August with an M.Ed. degree in educational media and technology.

Perceptions

The media institute for rural school educators as it functioned this year has provided an excellent base for the improvement of next year's program. Participant feedback was invaluable in adjusting the day to day operational aspects of the program. Final participant reactions stressed the need for more specific pre-session briefing concerning the goals

of the institute experience and additional opportunities for individualized contribution to the program. The mix of participants and graduate students in the regular program for some of the educational experiences proved to be a good idea. They learned much from each other in terms of application and sharing of experiences. Having an assistant director with the responsibility for daily interaction with the institute participants proved to be very worthwhile. The availability of a staff contact person who was immediately available when problems arose was most important to the continuing success of the program.

The Spring conference with the school administrator and the institute participant was of major importance in establishing a rapport between the program, the participant and his sponsoring school district. The importance of this relationship cannot be overstressed. We plan to continue this interaction after the participants have returned to their school systems. As an institute staff we must be much more aware of the importance of establishing highly specific instructional and program objectives. This was a major recommendation of the participants—the institute director and assistant director are now in the process of writing initial behavioral objectives for each of the institute's formal and informal components. These objectives are to be made a part of the initial work with the participants this fall. Each participant will receive a copy of these objectives and have an opportunity to assess his own competence in each of the areas involved in the institute program. We plan to modify the program as much as possible to take advantage of this input level assessment. The same set of objectives will become the base for individual course evaluation and the final institute and participant evaluation at the termination of next year's program.

Results One of the most important feedback loops in the institute design that had import for the evaluation of the program was the participants visit to the AECT Convention in Philadelphia. At this session the participants had an opportunity to match their perceptions, skills and understanding of media with a cross section of the media field represented by those in attendance. This self-evaluation of their competency was an ego-building experience. This feedback of competency was built into the program whenever possible. Participants' assistance with undergraduate course instruction, giving of demonstrations, field trips, and other opportunities to test our new skills has been most useful. Eight media specialists will receive M.ed. degrees this August and return to media assignments in New England communities. Several of the participants will return to assignments that make optimum use of their new skills. One participant is going on to advanced study in educational technology. Three participants are returning to new full-time media positions in their school systems. Others will return to the media assignments that they left with new skills and interest in developing expanded media programs in their communities. A continuing dialogue is being established between these communities and the graduate media program at Boston University.

MEDIA SPECIALISTS AND TEACHER TRAINING

Chapel Hill-Carrboro City Schools North Carolina

Problem

Since the fall of 1967 when the Chapel Hill-Carrboro City Schools were fully desegregated, the professional staff has been engaged in the implementation of changes to meet the educational needs of students of divergent backgrounds. The 1969-70 EPDA funded project provided intensive training for teachers in the development of an individualized instructional program. The reading program received major emphasis, but training was also provided in the diagnosis of instructional needs, writing of behavioral objectives, instructional media and evaluation. The need to provide further training for teachers in the development and effective utilization of media to meet the needs of individual learners became the focal point for the 1970-71 program.

People

In the summer of 1970 fifty teachers, librarians and administrators participated in a two week workshop to rewrite curricula guides to include behavioral objectives. Another two week Educational Media workshop followed to develop teaching materials for use with the revised guides.

A half-time media specialist was placed in each school for the 1970-71 school year to help teachers improve their skills in the development and utilization of educational media to meet the needs of learners.

The EPDA program also provided a Creative Drama Specialist who conducted workshops in the schools throughout the year to help teachers learn to deal more effectively in the affective domain. Volunteer parents provided the release time for teachers by assuming duties in the classroom.

The role of the media specialist was new to the Chapel Hill-Carrboro School system. In the early fall, primary attention was placed upon interpreting the broad objectives in behavioral terms and explaining the behaviors to teachers and administrators. The EPDA program was extremely fortunate to have the interest and support of one of the outstanding media educators in the nation, Dr. Ralph Wileman, Director of Educational Media at the University of North Carolina, in the role definition. A weekly time and action report was developed to enable the media specialists to continually evaluate their performances.

Plan

PLANNING AND PRODUCING INSTRUCTIONAL MATERIALS WITH

TEACHERS AND STUDENTS received highest priority in the role description. The media specialist and the classroom teacher worked closely together throughout the development process. The teaching problem and instructional objective were clarified and alternative instructional strategies were discussed. Rough drafts drawn by the media specialist were jointly evaluated prior to production. Frequently, the material developed was revised several times before a final product was produced which helped the student achieve the behavior desired.

Following these steps, a multiplication board was designed for special education students who knew the multiplication tables, but who could not understand the sequential steps necessary for multiplying a two place number by another two place number. Other examples include the development of the following instructional materials: (1) programed materials for teaching typing students to correctly insert letters into envelopes, (2) a game board to help primary students internalize four concepts relative to seasons, (3) instructional materials designed by junior high Spanish students for teaching some common Spanish words to 3rd graders, (4) a slide set by students for a class report on air pollution in the community and (5) an audio tape on audio pollution of the school environment.

The second major objective was **TO AID TEACHERS AND STUDENTS IN THE SELECTION AND USE OF MATERIALS AVAILABLE WITHIN THE SYSTEM**. The role of the media specialist was to clarify the learning problem and instructional objective, to research materials available and to help evaluate the materials selected. This service was particularly helpful to teachers who often do not have time to locate appropriate materials for individual students. The media specialist frequently worked with small groups of students to help locate materials for class reports.

Objective three, **TO INFORM THE FACULTY ABOUT INSTRUCTIONAL MATERIALS AND EQUIPMENT PERTINENT TO THE CURRICULUM**, stimulated the media specialist to attend professional meetings as well as to review the latest catalogs and to secure materials for teacher preview.

The fourth objective, **TO DEVELOP LIAISON WITH OTHER MEDIA SPECIALISTS IN ORDER TO FACILITATE THE REQUESTS OF ALL TEACHERS FOR MEDIA SERVICES**, brought the media specialists together for weekly meetings to share ideas, provide help with special production problems and to arrange for sharing equipment not available in all schools. For example, a slide set needed in an elementary school which did not have a camera was produced at a junior high school by the two media specialists.

Much of the media specialists' time was consumed by the fifth objective which was **TO PARTICIPATE IN THE ORGANIZATION, PLANNING AND IMPLEMENTATION OF THE SCHOOL'S MEDIA SERVICES**. Some of the services provided by the media specialists included trouble shooting hardware, training teachers and students to use hardware, setting up equipment for special programs, video taping lessons, renting films, making slides and transparencies, laminating

instructional materials and other clerical tasks necessary for building a more effective media program.

Program

The part-time creative drama specialist provided a three-day-a-week inservice training program for interested teachers throughout the school system. This training was effected by having teachers observe class demonstrations followed by workshops with the teacher groups. Each group of teachers committed itself to a series of demonstrations and workshops so that continuity and developmental sequence could be achieved. At any one session, teachers became familiar enough with creative drama material to experiment in their classrooms between sessions.

Every series of demonstration classes and workshops was different from the others and each was based upon the need appropriate to the grade level, the group behavior patterns, individual needs of students, and the problem areas determined by the teacher groups. In all situations, the emphasis was upon the effectiveness of creative and socio-drama techniques to achieve individualization of instruction, expansion of the self-concept, meaningful group communication and a focusing upon the affective domain of learning.

Results are visible in the classrooms; the teachers who have participated in the workshops are offering creative drama activities to their students. Teachers at the secondary level are incorporating creative and socio-drama techniques into their language arts and social studies curricula. Within each group of teacher participants, more open and vital communication has been established as a result of the role-playing sessions, so that teachers have expanded their own concepts of the teacher role.

The participation and results indicate there is a need for focusing on the affective domain. Continuation of the program would enable the specialist to train other teacher groups whose requests for workshops could not be met in the limited time the program has been operative.

Perceptions

Lack of supportive technical and clerical staff for media personnel in each school presented problems initially in establishing a professional role for the media specialists. The weekly meetings



with Dr. Wileman were important to program development and role definition. That a professional role was established is indicated by the following comments:

Our media specialist has been indispensable to our teachers. She's helped so much in securing materials for individualized instruction.

I don't know what we would have done without our media specialist to help with materials for our learning centers.

The effectiveness of the creative drama workshops is supported by these teacher comments:

Such a program is certainly valid as a part of in-service training. It should be a part of every teacher's preparation.

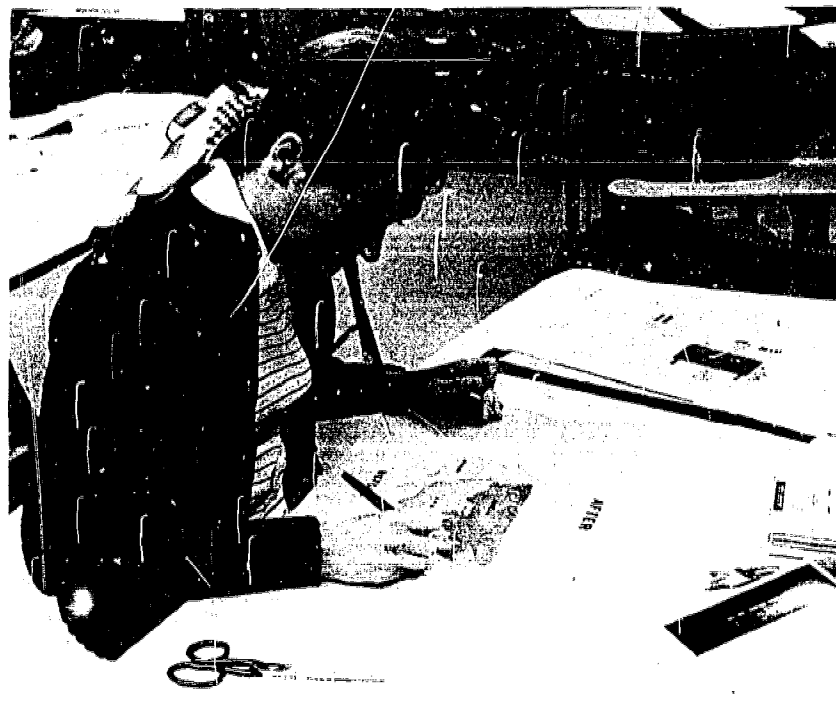
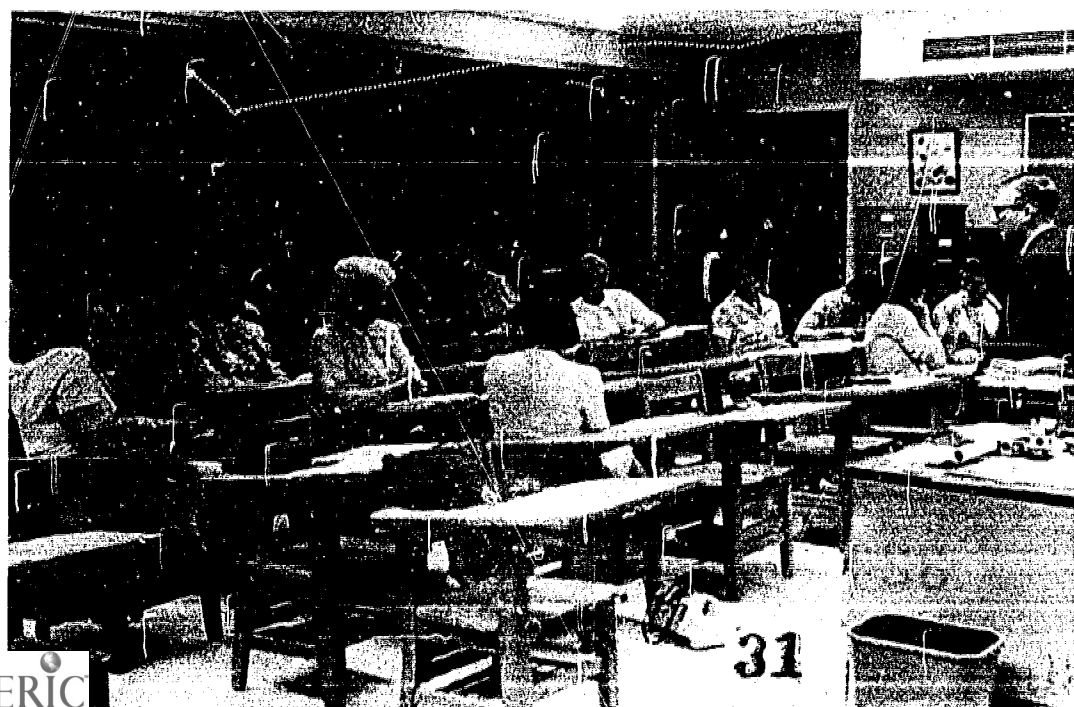
I have seen two positive results in my own classroom: motivation for uninterested students and a chance for students of lower ability to succeed.

Results

Increased and more effective use of media is evident throughout the system by increased local purchases of hardware and rental of films, by the amount of new software developed and processed into the media centers of each school, by the additions to the high school curriculum of radio-television and multi-media classes and by the increasing requests for materials for learning centers throughout the system. A slide tape describing the role of the media specialist has been prepared and may be borrowed from the Chapel Hill-Carrboro City Schools.

Recommendations

There still exists in the system a need for more teacher training in the development and utilization of instructional media to meet the needs of learners. By the fall of 1972 three elementary schools will be operating in open classroom arrangements. Providing appropriate materials for the learning centers will continue to be a major need. A summer workshop, Programing for Individualized Instruction, will provide some of the help needed. It is unfortunate that the Media Specialists program could not be continued. It could have provided the impetus necessary to move more rapidly toward the goal of individualizing the instructional program.



PROFESSIONALS FOR INTERCULTURAL SCHOOL SYSTEMS IN SMALL COLLEGES

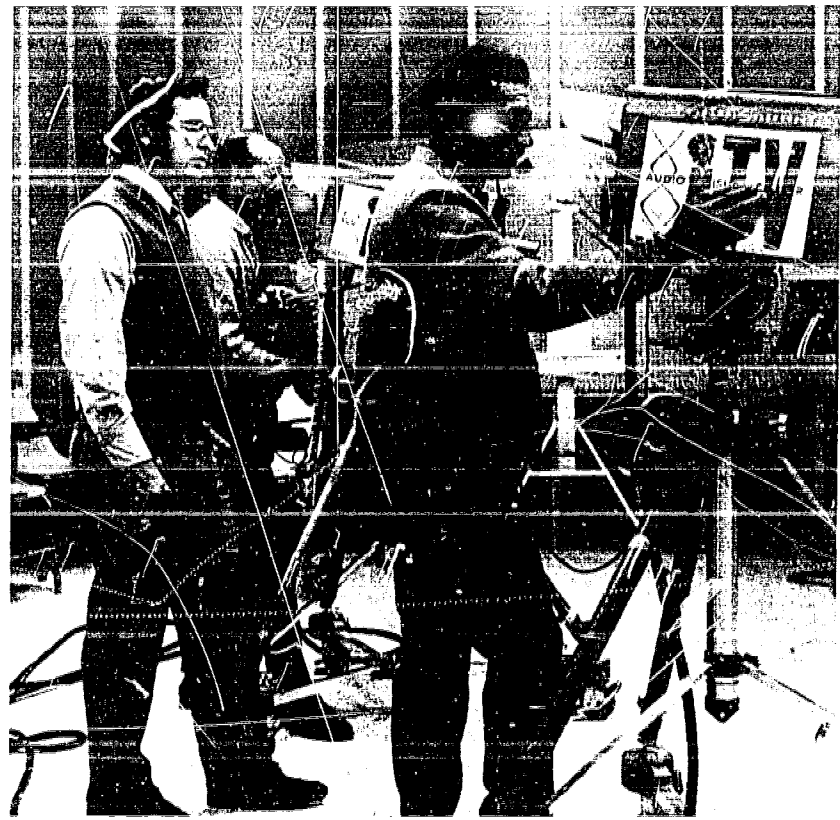
Virginia State College

Problem Research findings from over 100 small predominantly black colleges and small predominantly white colleges in the south and border states indicated a tragic need for professionally qualified educational media specialists. The need was equally evident for professional courses in educational technology and communications. Knowing the acuteness of these problems, Virginia State College submitted a new type of proposal to the U.S. Office of Education. This program was funded under a title, Graduate Fellowship Projects for Careers in Educational Media in Small Colleges and Intercultural School Systems. There was a need for professionals with a broad educational base who could work with people individually and had a great deal of knowledge and experience in the area of human relations. Institute project is spearheaded by Dr. Harry A. Johnson and a support staff consisting of such highly competent professionals as Assistant Professor E. T. Tucker and Assistant Professor J. Robert Murray, an excellent support staff and visiting consultants.

Plan The two-part educational media project at Virginia State College is offering intensive training leading to the Master's Degree for intern participants during the academic year and a full-time three week institute during the summer of 1971 for building level coordinators of educational media programs. Together, these two groups will approach the problems, resources, characteristics and ways of solving the special educational needs of the culturally and economically deprived learners in ghetto schools and in similar type environments.

People Eight participants representing a cross section of the south were selected for the academic year and summer project. These participants were drawn from the state of Virginia, Missouri, Mississippi, North Carolina and Puerto Rico. Each had had years of experience as a teacher





or media director or school library work. There were no particular recruitment or selection problems other than the inability of the grant to fund more persons in need of this training to fulfill the large number of jobs developing for this particular kind of media specialist.

The second portion of the project has selected twenty participants in the upper south and Puerto Rico who will spend three concentrated weeks at the College in June. The expertise developed by the academic year participants will be shared with the twenty participants who will come for the summer session. Formal classes, seminars and workshop situations will give the two groups ample opportunity to share theory, practice and problems in the field of educational technology.

Program

The academic year project offered the Degree of Master of Science or Master of Education in Educational Media and was designed for full-time participants. This project provided a training program to procure educational media generalists with skills and hands-on experiences in the most elementary and standard type media up to the most sophisticated. This was done by a specially planned curriculum involving: (1) academic training in all phases of Educational Media, Educational Foundations and Psychology, (2) work experience in an updated, ideal and forward looking learning resources center such as located at Virginia State College and (3) an apprentice-type work experience in a school system with a special media or media related project designed for and in cooperation with the local school system. Special attention was focused on a thorough knowledge of sources of ethnically-oriented materials and resources, and a knowledge of basic criteria for selection and utilization of such materials.

Following the academic year project, a three-week summer institute will be offered for educational media coordinators and librarians.

The most rewarding professional experience enjoyed by the participants was the opportunity to engage in teaching and working with community people. In Richmond, Virginia, the participants conducted an in-service training program in Educational Technology for teacher aides. The other half of the participants conducted a similar workshop in Petersburg, Virginia, for their teacher aides. Over 50 teacher aides were trained in the two programs. Before the training programs were over, it was discovered that teacher aides, too, were beginning to serve as catalysts for change. The second most rewarding experience was the internship program offered for three semester hours credit during both semesters. The participants spent ten hours a week each week with hands-on experiences in each of the areas of the Learning Resources Center. These included production, administration, organizing materials, educational television and campus services. The following program was pursued by all participants during the academic year. Electives were chosen by participants in such areas as Library Science and Computer Technology:

A minimum of thirty (30) semester hours of acceptable graduate work, including the thesis, was required for the M.S. Degree. A minimum of thirty-six (36) semester hours of acceptable graduate work, including an educational media related project, was required for the Master of Education Degree. Fifteen (15) semester hours in Educational Media, including EM 439 or EM 438 are minimum graduation requirements.

The following courses are available to participants and other graduate students:

EM 325—MATERIALS AND PROJECTS IN EDUCATIONAL MEDIA—3 sem. hrs. First and Second Semesters.

Projects in the field of audiovisual education related to specific subject matter fields and problems of interest to the student. This course is designed for individual research, laboratory and functional projects.

EM 326—ELEMENTARY PHOTOGRAPHY FOR TEACHERS—2 sem. hrs. First Semester.

A course designed to equip students with the basic philosophy, scope, educational planning and techniques of preparing effective photographic audiovisual materials of instruction. Preparation of color and black and white slides, photographs and other still photographs is included. Emphasis is placed on the creative and communicative aspects of the media as well as the technical aspects.

EM 327—EDUCATIONAL TELEVISION PRODUCTION—3 sem. hrs. Second Semester.

A study of television and its utilization as a teaching medium through preparation, presentation and selection of programs and workshop productions. Lecture and workshop includes laboratory work with college owned closed circuit television system.

EM 425—PREPARATION OF INSTRUCTIONAL MATERIALS—3 sem. hrs. First Semester.

Laboratory practice in applying coloring, lettering, and mounting techniques in the preparation of pictures, maps, charts, posters and graphs for projected and non-projected use. A variety of techniques in the production of transparencies and overlays, dry and wet mounting and freehand and commercial lettering will be emphasized. Some attention will be given to printing and duplicating materials through multilith and production layouts.

EM 426—SELECTION AND UTILIZATION OF MEDIA AND MATERIALS—
3 sem. hrs. First and Second Semesters.

Includes theory and laboratory practices in curriculum enrichment through use of audiovisual materials; general principles underlying selection and use of audiovisual materials for instructional purposes; limitations and practical uses of each major type of material. Treats such factors as sources, evaluation criteria, and techniques of application.

EM 427—ORGANIZATION, SUPERVISION, AND ADMINISTRATION OF
EDUCATIONAL MEDIA PROGRAMS—3 sem. hrs. Second Semester.

An analysis of function, qualifications and duties of staff, selection and evaluation of materials and equipment, plant provisions, problems of program organization and development, and means of appraisal of the school's educational media materials and services.

EM 428—INTERNSHIP—3 sem. hrs. First and Second Semesters.

Internship consists of a selected number of hours in the Learning Resources Center, new School of Education Building. The purpose is to provide candidate with practical experiences in each of the ongoing operational areas which include television production, graphics and photographic processing and production, organization and administration of campus services and consultation with faculty and students on selection and utilization of educational media and materials. Internship assigned only at the discretion of major advisor in consultation with candidate.

EM 439—RESEARCH AND THESIS—3 sem. hrs. First and Second Semesters.

Research and Thesis is designed to give the student opportunity to broaden his base in the audiovisual field in the area of current practices, status of the field and trends in educational technology. Through research in this course, it is expected that the student will have ample opportunity to pursue a special line of research in his own interest. His end product will be a written thesis.

EM 438—PROJECT IN EDUCATIONAL MEDIA—3 sem. hrs. First and Second Semesters.

A project in educational media is designed in lieu of EM 439—Research and Thesis. It is intended to provide the student with an opportunity to research, plan, and produce a practical media project. It is expected that the candidate will pursue this project near the end of his program. The completed professional work will be submitted in original and duplicate, accompanied by a

written analysis or documentary in the same number of copies as required of theses.

Basic courses required of all majors in Educational Media will include the following:

ST 410—STATISTICAL PROCEDURES IN EDUCATION AND
PSYCHOLOGY

ED 425—FOUNDATIONS OF EDUCATION

ED 435—EDUCATIONAL RESEARCH

EM 439—RESEARCH AND THESIS or EM 438—PROJECT IN
EDUCATIONAL MEDIA

In addition, upon recommendation of the major professor, six (6) to nine (9) hours in courses related to the Educational Media field, including subject matter content courses, will complete the candidate's program. These free electives, depending on the student's major interest, may be in the fields of Graphic Arts, Fine Arts, Journalism, Library Science or other subject matter fields.

Perceptions

The staff and students themselves were pleasantly impressed with the extensiveness of the experiences the participants engaged in and how well they were able to put theory and practice together. Our insights have been broadened regarding the value of the educational background of experienced teachers. The value each participant enjoyed in having worked in public school systems in recent years added a new dimension to the training program itself.

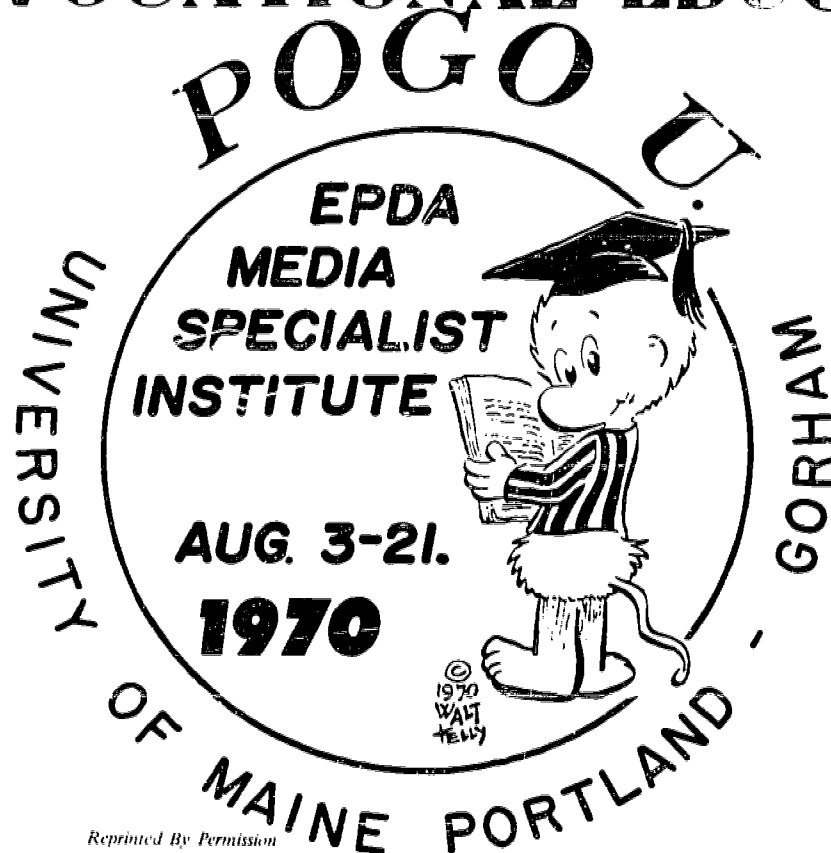
Results

We are experiencing the results of our academic year program at this very time. Our outstanding results have been the growth and development in action and articulation in the field of educational media on the part of our participants, and for them we are pleased with the fine jobs that they have managed to secure in recent weeks. They extend from college positions in the south to important leadership positions in public school systems. One participant put it rather succinctly for others: "It was a wonderful experience for me. It afforded me the opportunity to share my ideas and expertise with other professionals, non-professionals, students and visitors. The field trips and short seminars helped me to understand better the different kinds of media, their uses and purposes in real education. We had liberty of movement, and this made students feel comfortable and with more inclination to work hard."

Recommendations

We have no specific recommendations for the U.S.O.E. Bureau of Educational Personnel Development. They are heading in the right direction by providing opportunities on a geographical level and focusing in on the training of interns for concentrated programs whereby they can serve as multipliers in going to do jobs that are unique and for which they are well qualified.

MEDIA SPECIALISTS FOR VOCATIONAL EDUCATION



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Problem

Within the past decade the Maine State Board of Education has authorized the construction of 13 area vocational high schools and 5 post secondary vocational-technical institutes. For the most part, the instructors for these schools were recruited from industry and had been provided only a minimum of teacher education on the assumption that knowledge of the trade is the keystone to teaching. While the demonstration, or "showing how", has been their most effective technique, those elements of their courses which did not lend themselves to this method had been either ineffectively taught or by-passed altogether.

The need, then, for personnel in these schools who can provide immediate and direct assistance to these teachers is urgent. One or more faculty especially versed in instructional media in each school can make significant contributions toward improving the learning situation by helping his colleagues understand, develop, and utilize instructional media. Although media materials and equipment had been provided for in the planning of the facilities, their effective utilization is lost without adequately prepared personnel.

Plan

The EPDA Media Specialist Institute at the University of Maine at Portland-Gorham had as its aim to recruit at least one participant from each of these 18 institutes and to train him or her in the latest media techniques so that this participant would return to his school and in turn train other staff members—"each one teach one."

The objectives of the Institute were to have each participant¹ fully versed in the following upon completion:

1. Identify media applications in specific areas of instruction.
2. Coordinate media (personnel, materials, and equipment) to assure effective instruction.
3. Analyze and evaluate software and essential hardware in terms of cost, effectiveness, and application in instruction.
4. Demonstrate integration of media in the instructional programs of their respective schools.

People

Inquiries and requests for applications were received from 58 persons in 19 different states. All were sent letters stating that the purpose of our Institute was to train media specialists from the State of Maine only.

Selection of 20 participants for the Institute was carried out by the Directors and Principals of the 18 vocational-technical schools in Maine. Several months before the Institute letters were sent to each of the 18 Directors or Principals asking them to distribute application forms to the staff members they felt would most benefit from our Institute and especially to those who would be vested with media responsibilities upon completion of the Institute. If a school had over 300 students, three names were to be submitted, if under 300, two names were to be submitted. All applicants were to meet the following qualifications: a) Bachelor's degree with a major in industrial education or its equivalent; b) at least 3 years of successful teaching; c) an interest in and commitment to instructional media.

A total of 31 applications were submitted; in the first selection, at least one participant was chosen from each school; in the second selection, the remainder were chosen from among those with the highest qualifications. Of the original 20 persons selected, 2 did not accept and 2 alternates were inserted in their places.

No recruitment or selection problems were encountered due to the selective method of recruitment.

In the majority we did get the participant we sought; however, there were marked differences among the participants, a to-be-expected phenomenon.

Program

The Institute on the Gorham campus was held from August 3 to August 21, 1970, and was introduced by Dr. Don C. Smellie, Utah State University, whose subject encompassed the background of and basis for instructional media. During the first two weeks, the participants were introduced to media and its function in meeting learning-teaching needs; became involved in preservation, illustration, lettering, color in local production, and photographic processes. Formal presentations by staff and guest lecturers included local production techniques, overview of the media field, rationale for the use of media, suggestions for utilization, basis for analysis and planning

of instruction with emphasis on behavioral objectives, and the role of media in the vocational-technical curriculum. Workshops in planning, developing, and producing media pertinent to the needs of the participants' schools occupied a major portion of the third week.

Following is an outline of the topics presented:

Week 1: Introduction, tours, general session by Institute staff; Preservation of Instructional Materials; Practicum; Background and Basis for Instructional Media (Guest Lecturer Don C. Smellie); Illustrations; Newer Media Application in Curriculum (Guest Lecturer George J. Barker).

Week 2: Basis for analysis, media standards, McMillan report, audio-tutorial instruction; Practicum; Lettering Applications; Practicum; Color in Local Production of Instructional Materials; Photographic Processes; Practicum; Media and the Vocational-Technical Curriculum (Guest Lecturer Arnold McKenney); Audience Analysis; Commercial Media—Software; Instructional Unit Analysis Workshop.

Week 3: Three-Dimensional Media, Models and Mockups; Workshop in Planning, Designing, Developing Media; Practicum; Group Seminars and Critiques; Practicum; Orientation to Post Institute Visitations and Consultations; Participant Produced Media Presentations and Evaluations.

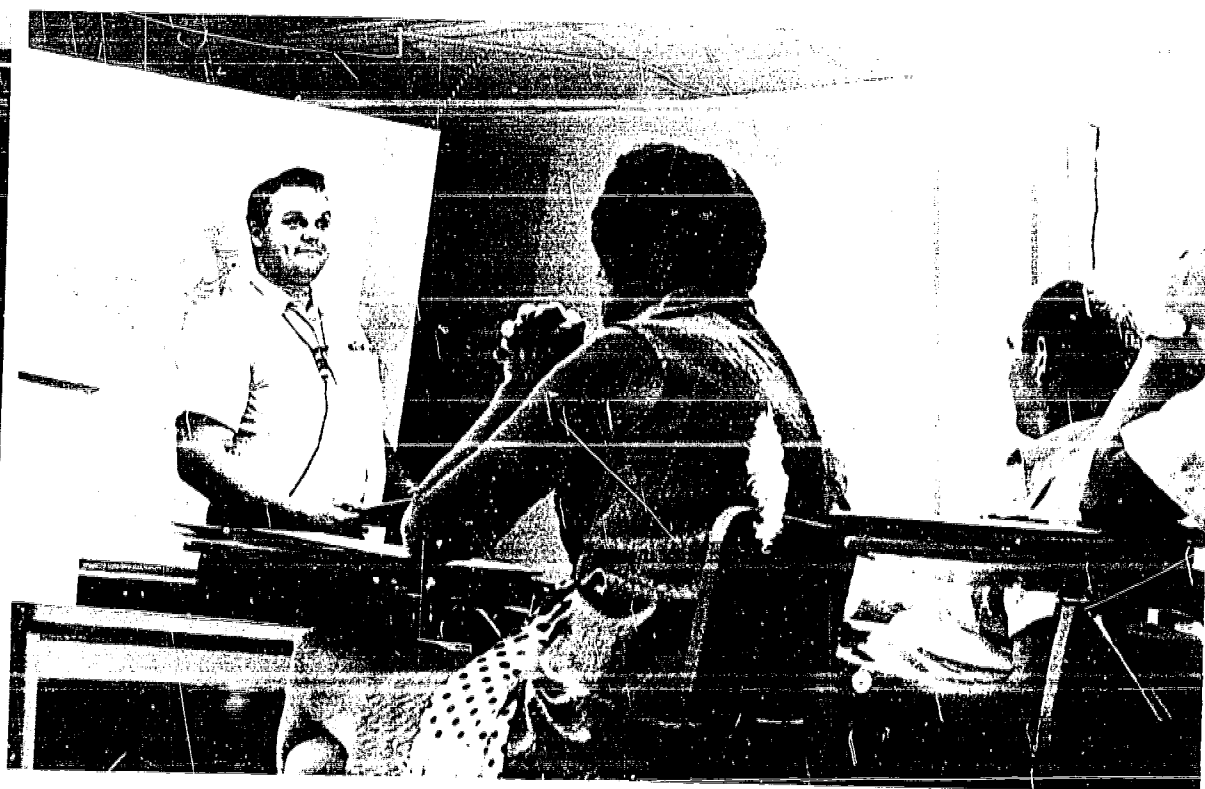
An orientation to the post-project visitations and consultations followed by presentations and evaluation of participant produced media concluded the formal program. Group seminars and critiques were held during the practicum phases to assure achievement of the objectives outlined.

A unique feature of the project was the on-site visitations—consultations which were conducted during the succeeding school year by the project directors. Dr. Allen Milbury and Dr. John Mitchell visited each participant in his school environment to observe results of the Institute training and to determine whether this training had benefited his classes and his school. It was expected that all participants would conduct workshops within their schools for their colleagues utilizing the materials and information gained during the project.

On December 3 and 4, 1970, all 20 participants returned to the Gorham campus for a post-project evaluation which gave the participants an opportunity to reassess their efforts, programs, and recommend changes for improvement.

Perceptions

The smooth progression of the Institute was a pleasant surprise; this was due in large part to the stringent pre-planning required for the effective operation of a short duration Institute and further to the fact that the members of the instructional team all knew each other. However, it became immediately apparent that some participants were expecting a total nuts and bolts program, even to the point of sophisticated technical (electronic and mechanical) involvement. We have programmed this aspect out of succeeding Institutes via more careful description and public information releases.



The participants' requests for extended opportunities for individual laboratory experiences were not expected; however, this was arranged in that evening and weekend hours were programmed.

Overall, we experienced a pleasant, fast moving, extremely stable program—we would adhere to our general plan closely were we to operate a follow-up program.

Results

All participants with the exception of perhaps one or two die-hards (who later came to admit the direct benefits of the program) were totally satisfied with the program and developed active plans for their own institutions. In support of the above, Gorham participant-directed Media workshops have been carried out during the current academic year in the following systems: Madawaska, Maine; Danforth, Maine; Northern Maine Voca-

tional Technical Institute; Presque Isle; Biddeford, Maine; Presque Isle High School; and the Bath, Maine school system.

One participant submitted to his Director an item by item proposal for an instructional media center at his institution. Letters were received from several Directors or Principals commending us; many participants were subsequently charged with media operations in their schools.

There is so much to be done that the above appears minuscule, but the first steps are often of great significance, are they not?

There follow some participant remarks submitted from 30 to 45 days after the close of the Gorham program:

... thank you for the very enjoyable and rewarding experience your institute afforded me this summer. Many members of our staff appear eager to learn some of the applications I learned at Gorham. I was able to get a commitment by our director for media center space in the new building which is going up this fall.

... in regard to the evidence I have seen from my contact with... that certainly leads me to believe that someone made an impression at the EPDA Media Specialist Institute. A look at his budget requests and those of his co-workers certainly is an indication that he was listening with both ears. ... we do plan on not only a small media center, but an area also to produce media support for the entire Vocational Department.

... I am truly sold on local production and hope to do much work with media in the future.

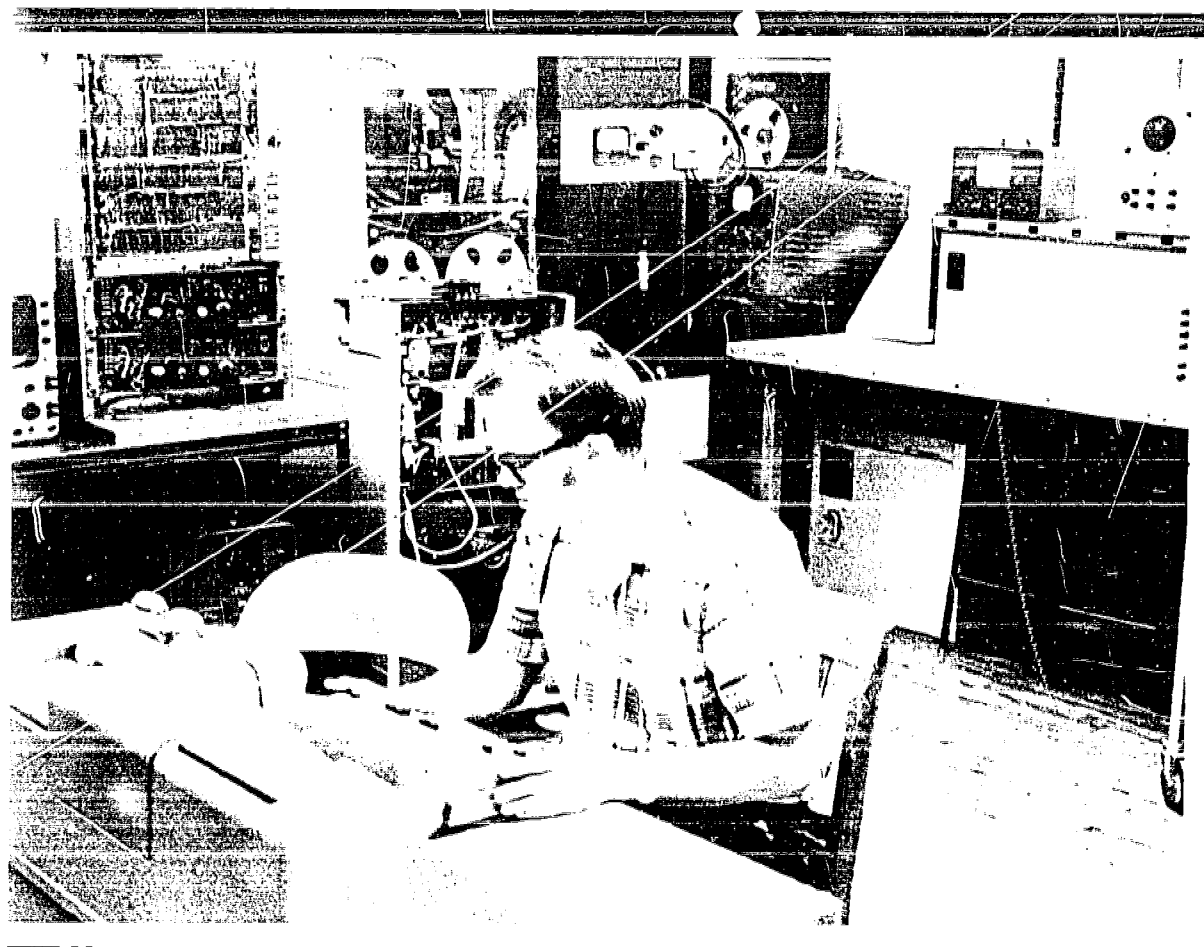
... here is my proposal to develop a media center at..., submitted November 18, 1970. ... total funds: \$22,800, beginning development date is June 1, 1971....

Recommendations

In projections for the future there must be provision for the continuation of faculty development programs. This initial program demonstrated what can happen; we feel that the state gained excellent return on the dollar investment and that the professional improvement in the participants will be highly visible.

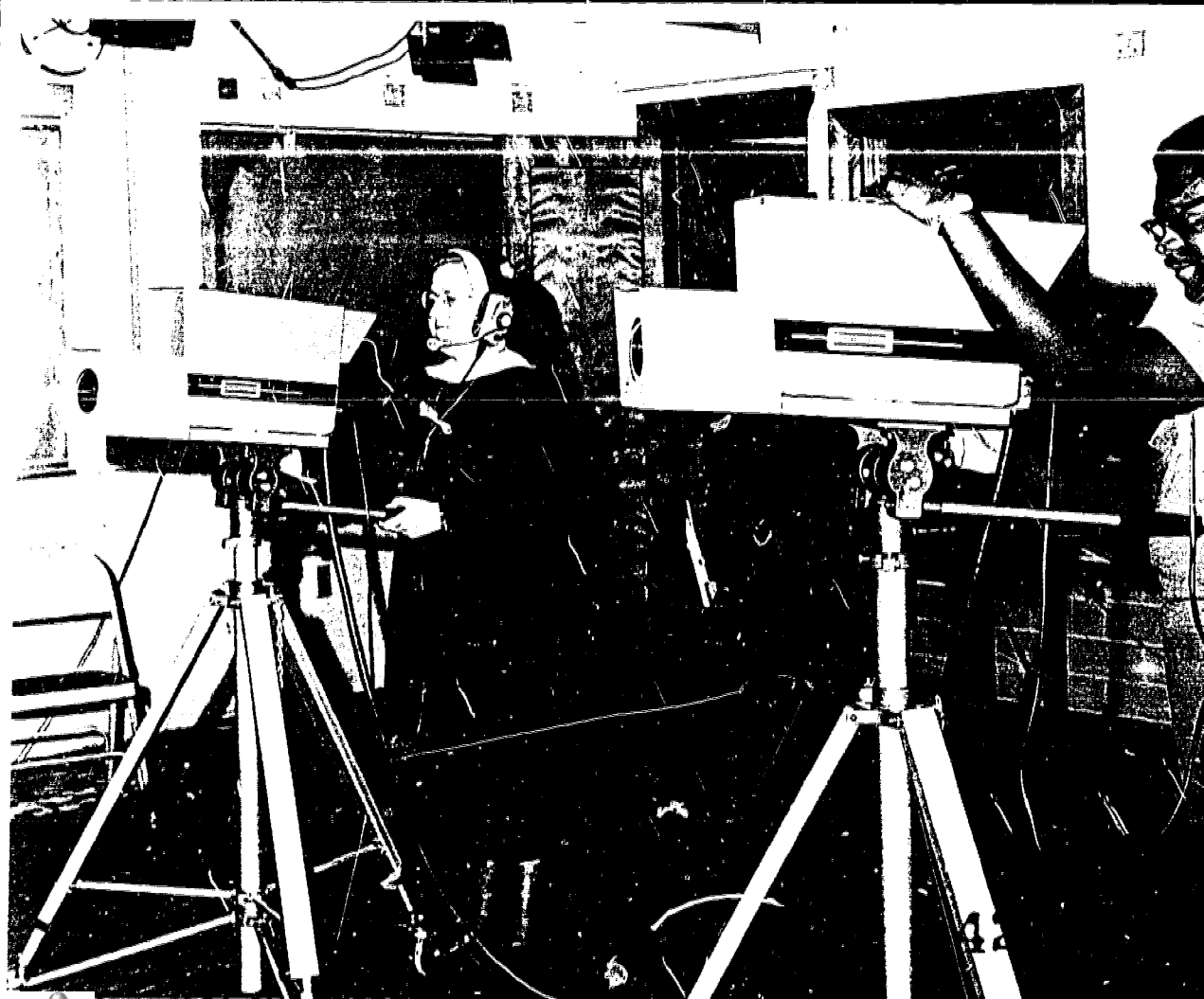
Recommendations from us regarding plans for future programs would include: plan for progression of sophistication, allow programs to deal with that which is often considered mundane (the spectacular is easy to deal with), consider further sophistication of specific participants, especially consider this for those individuals who have demonstrated their effectiveness on the job.

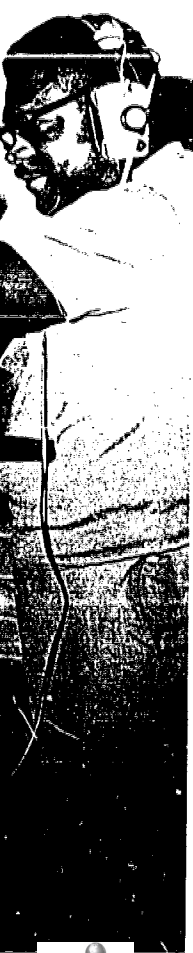
In Maine, for instance, this program has literally opened the media door for personnel who otherwise would have continued in the traditional fashion. In addition to classroom teachers, some supervisory/administrative people also have been afforded a glimpse of the potential for change which can be effected via these programs.



TRAINING THE TRAINERS OF MEDIA PARAPROFESSIONALS

University of Bridgeport





Problem

It has been recognized throughout the country that numbers of supportive staff are needed to free teachers from housekeeping and technical duties and that increased use of technology in instructional communications requires the employment of media paraprofessionals. Because pre-service training programs for such personnel are lacking, school administrators have in only a few instances been able to identify competent persons to fill media aide positions. Generally, untrained persons have been hired and have acquired skills on a hit-or-miss basis after their employment. This situation has led to needless financial waste for the schools and to a slowing-up of progress towards meeting national standards. In the latter half of 1969, the University of Bridgeport conducted with BEPD funding a highly successful institute for pre-service training of media aides. As a sequel to this project the University of Bridgeport in consortium with the University of Hartford and with the cooperation of the public summer schools of Bridgeport, Fairfield, Norwalk, and Westport was awarded an EPDA grant to conduct an institute, June 29-July 31, 1970, for college and university personnel. The purpose of the program was to develop a cadre of trainers of media aides and technicians for future employment in New England, the Middle Atlantic States, and Virginia and to help these trainers design their own programs for preparation of media paraprofessionals at their institutions.

Plan

As a sequel to the project of the previous year, it seemed wise to base planning for the 1970 project on the successful experiences of the former. Primary and secondary objectives emphasized the necessary understandings and skills that a trainer of media aides would need to have to transmit to trainees working in the program he planned to organize. Technical skills included those generally expected of a well-trained media paraprofessional and the program was planned so that each participant actually worked in and improved his competency in each of four major areas—production of auditory and visual materials, library technical skills, operation of television equipment, and the mechanics of computerized processes.

Prior to the institute, the participants were surveyed as to their housing and other needs and were sent detailed information covering room and board, billing time, meal schedule, the roster of their fellow participants, travel directions, dates for stipend payments, a listing of area churches, and so forth. Upon their arrival on campus the participants were greeted by the director, the associate director, the institute secretary, and the teaching assistants who helped them get settled for their five week stay.

People

Approximately thirty persons applied for the twenty-four positions. About one-third of those finally selected represented public school systems while the remainder were from community colleges and universities.

Of the original twenty-four one person who had accepted and completed

all materials sent her never appeared nor was there any explanation from her as to this "no-show". All attempts to reach her failed. The postal strike of last spring, which undoubtedly affected the original mailing of application materials, could not have contributed to this situation.

Another person who rejected the original purposes of the project and unsuccessfully attempted to disrupt the program to suit his own desires finally withdrew during the fourth week.

It was unfortunate that there was not a greater number of applicants from which to make choices for participation. Circumstances beyond the control of the director and of USOE authorities worked against this. This paralyzing postal strike coming at the time when announcements were sent out and the late date of notification of grant award were inhibiting factors. On the plus side, it was evident that the inclusion of public school representatives was good. These people were conscientious and eager—seemingly more knowledgeable concerning the media aide role than their college counterparts.

Program

The instructional program was divided into four phases. Phase One included introductory activities, a videotape of the 1969 EPDA Institute for Pre-Service Training of Media Aides, a presentation by Dr. Horace C. Hartsell, Director of Instructional Development, University of Texas, Dental Branch, Houston, on systems design related to the participants' preparation of their own training programs, group discussions aimed at preliminary planning of these programs, and selection of the participant committees.

During Phase Two, the next twelve days, the group was divided equally into four units working on a rotating basis of three days each in four specific activities. While Unit A during the first three days was learning about the functions and skills of the media aide in the library, Unit B was involved in instructional television, Unit C in general media activities and materials production, and Unit D in computerized processes. After every three days, the groups were rotated into a new assignment. The schedule for the first three day block shows instructional teams, places, and participants for each activity. As the institute progressed, participant assignments were changed slightly so that the less skilled in a certain area of expertise might be given more time in that activity and, conversely, those who were highly skilled in an activity could go to another of their own choosing. A feature of these three-day activity assignments was unexpected field trips which arose out of apparent participant needs. Trips were made to the Norwalk Instructional Materials Center and to Westport's Burr Farms School library to point up the types of services offered by system-wide and school libraries and the role of the aide in implementing these services. Similarly, trips were taken to the East Elementary School production Center in New Canaan to show the importance of the aide in such a situation. Each group working in computerized processes at the University of Hartford went to the Aetna Insurance Company offices to learn more about nation-wide computer time-sharing.

At the suggestion of the participant evaluation committee, with whom the director was meeting regularly for feed-back concerning the project, the original plan for Phase Three, to have featured field experiences only during the fourth week, was modified. Two "free days" at the beginning of the week were set aside so that the participants might follow paths of their own choosing in preparation for writing their own training programs. Scheduling for these activities was based upon a survey of the participants as was scheduling for field experiences. In a majority of cases the number one choice was honored.

Phase Four was devoted almost entirely to participant preparation of their own media aide training programs.

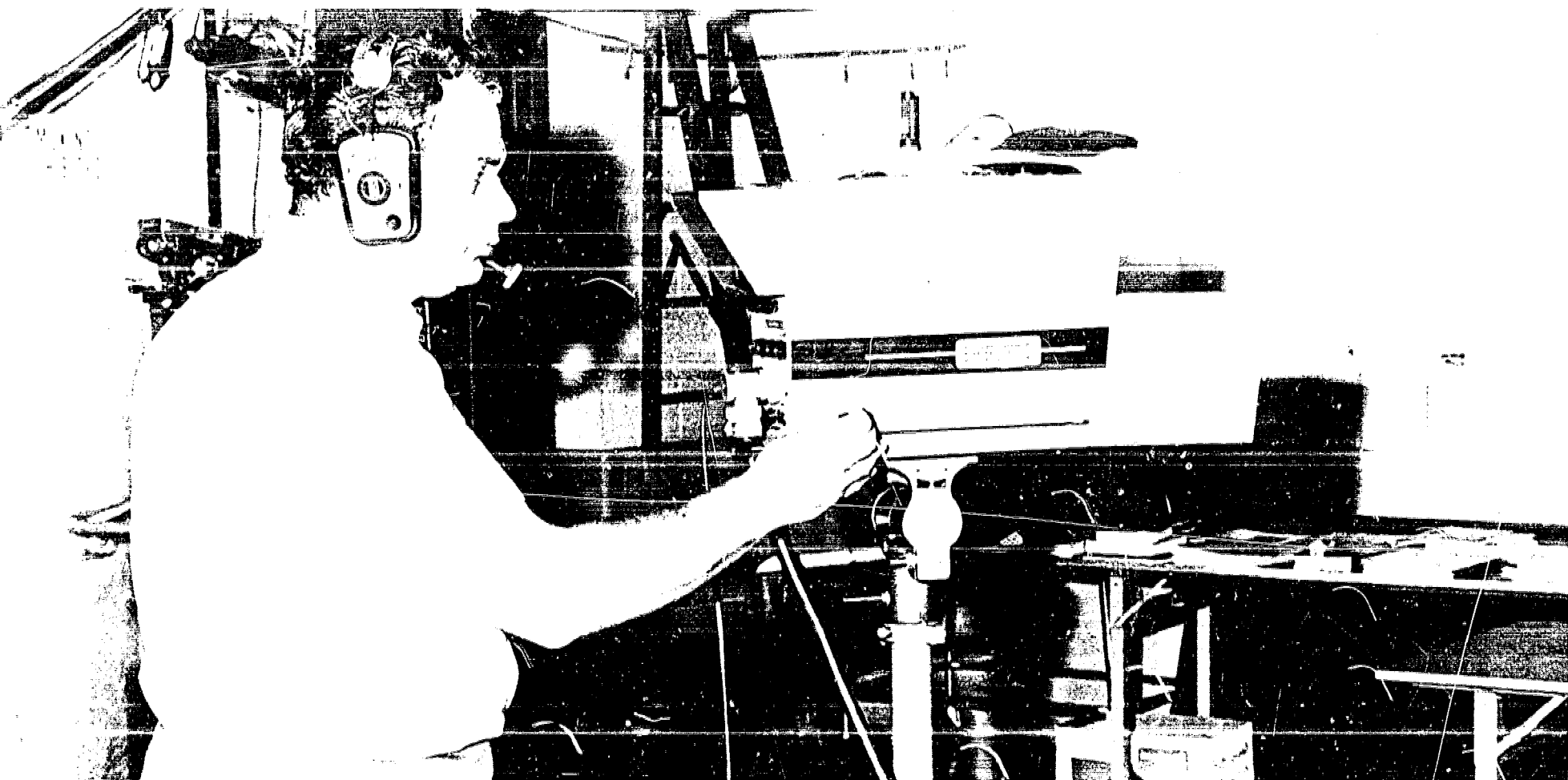
Among the highlights of the institute program were the informal seminars which occurred one night weekly. Although attendance at these was voluntary, everyone, participants and staff, attended. Discussion ranged around systems development, evaluative procedures, and the role of the USOE in promoting instructional media programs throughout the country. For these seminars such persons as Dr. Jack Edling, Teaching Research, Monmouth, Oregon, and Dr. L. Clinton West, BEPD, USOE, were unpaid consultants as official BEPD evaluators.

Perceptions

The late start in soliciting applicants for the project had its blessings as well as its detriments. Because so many college and university personnel at whom the institute was originally aimed had already fixed their plans for the summer, the program was opened to public school representatives. Selections from the latter group made for more heterogeneous grouping. The public school people seemed more able to adapt to situations as they arose. Although some of the college and university personnel seemingly at first resented acting out their pre-scheduled roles as media aides in Phase Three, the public school people welcomed the opportunity. Certainly the "mix" of participants from higher education institutions and from public schools offered opportunities for more idea sharing and "getting to know you" sessions than would have been possible otherwise.

The participating summer schools apparently gained from their cooperation with the project. In fact, the leaders of these schools would have preferred to have had the participants with them for longer periods of time than was possible. Many materials were produced in Fairfield and Norwalk and much was accomplished through videotaping for immediate replay in Bridgeport and Westport. Since summer, requests for repeats have been numerous.

The informal activities of the participants, their desire to get to know each other better, to take part in impromptu athletic events—trips to Shea stadium, golf, tennis, and softball—and their before-dinner "happy hours", their family picnic, and their final buffet for the whole group, participants and staff, were definite highlights. Housing and meal facilities seemed satisfactory. The voluntary establishment by two participants of their own dark-room in the dorm facilitated never ending production of black-and-white pictures of project activities.



Results As was indicated earlier, the director met regularly with the participant evaluation committee to obtain feedback from them relating to institute progress and suggestions for improvement. Changes were made in institute planning and procedures as a result of committee proposals and much help was given by them for formal evaluation by the participants of the project. At mid-institute, an instrument based on the objectives of the program was administered to determine participant appraisal of their learning at that time. At the conclusion of the project this instrument was again completed by the participants, but at the request of the evaluation committee, included not only individual evaluation as to skills improvement after five weeks of training but also competency in these skills at the start of the program. Average competency growth from the start of the project to its completion, in the opinion of the participants, for the several criterion measures ranged from +0.1 to +2.1 with the greatest improvement shown for competency in the use of TV equipment.

Also requested on the evaluation form were reactions to such non-instructional aspects as housing and meal provisions, costs, scheduling and so forth. Highest rating was given to social activities planned by the participant social committee, next highest the daily institute schedule, and lowest the round trip transportation to Hartford. In retrospect, the director can only say that the car rental facilities of a nation-wide agency left much to be desired, while in speaking to the former, this was a very playful group!

Participants comments concerning strengths and weaknesses of the institute showed more pluses on the "strengths" side than for "weaknesses".

Quoted "weaknesses" include:



"The instructional program might have been expanded and speeded-up."

"There could have been more individualized instruction."

Sample "strengths" were:

"The quality of the instructional staff was high; their willingness to give more of themselves than might ordinarily be expected was superior."

"Flexibility in instruction and in procedures was demonstrated."

"The congeniality of the institute group—participants and staff—helped to establish an atmosphere of informality."

"The level of participants was high; exchange of ideas among and between them was valuable."

"The institute program was broad and all-inclusive."

The participants through their evaluation committee expressed their impartial opinions regarding the program on a videotape produced to tell the institute story. The instructional staff also gave its view of the project on the same videotape. Evaluation statements were written by the staff too.

Another means of appraising the results of the institute was through follow-up visitations to the participants after the conclusion of the formal summer program. These visitations made by the director, associate director, and selected consultants were conducted to determine the participants' progress in carrying out or planning their media paraprofessional training programs and to ascertain the individual participant's competency for each of the criterion measures listed on the final evaluation sheet. A tabulation of average differences between the July 31 participant evaluation for these measures and that of the on-site evaluator showed that the evaluators felt the average participant

was not quite as skilled as he thought himself to be except for the participants' appraisal in TV equipment use. In this instance, in which the participants had indicated they felt they had the greatest growth, differences in evaluation—participant vs. on-site evaluator—were slight.

Higher participant scores for other competency areas as compared with those of the evaluators might be attributed to such factors as over-confidence and a "Hawthorne Effect" on the part of the participants or more experienced viewing on the part of the evaluators.

If media aide training programs were not in progress at the time of the evaluator's visit, with one or two exceptions there were definite plans for such programs to take place in the Spring of 1971. In those few instances where media aide training programs were not being carried on or were not planned for this spring, reasons for their omission ranged from "lack of personnel" to "no funds available". On the other hand there were sixty housewives in one program being instructed in media aide technical skills.

Finally, an unforeseen result occurred when a participant was notified of approval by his State Department of Education of a program for mediated reading instruction which he had written. In reporting his success to the director he stated that:

"The whole idea of the program and the manner of writing and designing it came from my past summer's experience . . . in Bridgeport. Your designs and model proposals were my guide . . . I guess you deserve much of the credit especially in the area of the systems design."

Recommendations

Recommendations for possible future projects for training trainers of media aides were made by the participants. Samples of these recommendations are:

"Pre-test at the start of, or prior to, formal project program to determine the strengths and weaknesses of the participants."

"Lengthen the time for field experiences and rotate them for all participants."

"Increase the time for skills training and 'hands-on' experience."

"Repeat the institute for the benefit of those not able to participate."

The directors agree with the "pre-test" recommendation because individuals on the basis of their entry level for a specific skill can be scheduled much better into skills activities. Increased time for these activities, as proposed in the third recommendation, can then be made available. If project time allows, field experiences should be rotated as suggested so participants can be aware of different types of media aide on-the-job situations. Finally BEPD should continue, building upon the experiences of this project and making improvements where necessary, to encourage similar projects for trainers of media aides in other geographic areas of the country.

THE NATIONAL SPECIAL MEDIA INSTITUTES

Problem

The National Special Media Institutes (NSMI) is a Consortium of institutions with strong programs in Instructional Technology. The Consortium includes Syracuse University, the University of Southern California, the Teaching Research Division of the Oregon State System of Higher Education, and Michigan State University. The NSMI has been in operation since 1965, but its primary focus was shifted in 1969-70 from training Institute Directors from higher education institutions to working directly with public school systems on the principles and procedures of Instructional Development. The result is the Instructional Development Institutes (IDI) and related programs.

To list and document the multitude of problems confronting education today is an exercise in repetition. Unfortunately, while many authors have detailed the nature of the problems facing education, few have come up with viable solutions. This lack of solutions is easily explained. First, sound solutions require careful diagnosis and specification of the problem, an often rigorous and time-consuming task, for valid solutions are dependent upon attacking underlying causes which are often complex and frequently outside of the usual province of the schools. Second, finding solutions to complex problems usually involves risk, trial and error, revision and retrial—at best an arduous process to which many educators, for various reasons, are unwilling to subject themselves and their school systems. It is apparent that schools need help in finding and learning a practical system which will enable them to deal with their instructional problems more efficiently and effectively.

Instructional Development is such a system. Briefly described, Instructional Development involves the careful analysis and identification of what the problem really is, the formulation of specific objectives, assessment of management requirements, the development, testing and selection among viable alternative solutions, tryout, revision and retesting, and continuing evaluation of the system as a whole as well as appraisal of its individual components. Simply put and given whatever constraints are present, the ultimate purpose of Instructional Development is to improve each learner's opportunities to obtain a high quality education.

The problem is especially acute in schools serving large numbers of disadvantaged children. Such schools are often characterized both by lack of resources and a history of limited or no innovation. It is these schools which the IDI program is particularly designed to help.

Plan

To get at broad and serious problems such as those faced by schools today clearly requires cooperative action. Teachers alone or administrators alone can do little. Thus the IDI program focuses on TAPS teams consisting of Teachers, Administrators, Policy Makers and Specialists in curriculum and other areas of the school program. Team members are selected by the school system as those most likely to have a positive and lasting influence on their colleagues and community.

The Institute program itself has been under intensive development and testing by the four SMI institutions for the past 18 months. It consists of a seven-day, 40-hour series of varied and somewhat rigorous training experiences which take the participants from where they are through to a point where they have initial skills in the I.D. process. At the conclusion of the Institute each team will have developed a feasible plan for attacking a local problem of their own choosing so that they can move ahead from that point with occasional follow-up assistance from the agency which conducted the IDI.

The Multiplier Plan. The IDI training program has been designed to be free-standing so that it can be used effectively by other teacher-education agencies with school systems in their respective areas of the country. A fundamental part of the program is the training of multiplier agencies called IDM's to do just that; and a number of those IDM's will be further assisted to the point where they can train other multipliers. These trainers of multipliers are designated as IDM/T's. Each IDM and IDM/T will receive the complete IDI training "package" plus assistance from the Consortium during 1971-72 in conducting their initial Institutes. Some 35 IDI's will be conducted during the next school year in all sections of the nation. During the following year that number is expected to more than double.

Currently, 11 teacher education institutions and agencies have committed themselves as IDM's and IDM/T's to conducting two or more IDI's during 1971-72. These include the Bureau of Indian Affairs, the California Teachers Association, Clarion State College, Florida State University, Georgia State University, the Minnesota Department of Public Instruction, the New York State Teachers Association, Southern University, the University of Toledo, Virginia State College, and the Washington State Department of Education.

For the IDI training package to be effective on a nation-wide scale, it must necessarily have undergone rigorous design, development, field testing and revision prior to implementation. In addition to field testing the components separately, the IDI program as a whole has been tested and evaluated under field conditions. Prototype Institutes were conducted for this purpose in the Detroit Public Schools during last October and again in the Bureau of Indian Affairs School in Phoenix during February, 1971. A third and final prototype IDI will be conducted in the Atlanta Public Schools in early June, 1971. Following each of the first two prototype IDI's, a few modules have been substantially revised and re-tested and some additional revision will doubtless be required after the Atlanta Institute. In a word, the IDI training program will have been validated to the hilt before it is released to the IDM's and SMI will continue its evaluation and assist with needed modifications indicated by its use in the field during the next two years.

Most of the IDM agencies had representatives at the Detroit and/or Phoenix Institutes and all will observe and receive special training at Atlanta. A final training session for Multiplier agency teams will be conducted at Syracuse University in early August. Each Multiplier agency is currently scheduling IDI's to be conducted in their respective regions of the country during the coming

year; each is committed to conducting at least two (2) such Institutes during 1971-72.

Evaluation. A comprehensive evaluation of the entire IDI project has been functioning since early in the project. Formative evaluation has been applied as the several components of the Institute materials were developed and field tested and again when they were used in the Detroit and Phoenix Institutes. Summative evaluation techniques on the Institute as a whole were likewise applied; both types of evaluation will also be applied in Atlanta. Similar evaluation will be conducted on future IDI's and follow-up evaluation will be conducted on the long-range impact of the IDI program on practices and results in the schools.

The Teacher Leader Project. In recognition of the growing influence of professional teacher associations on public education, SMI is also developing training activities aimed at leaders in both NEA and AFT at the state and national levels. This project, called the Teacher Leader Project (TLP), is designed to inform these state and national organization leaders of the values of instructional technology and instructional development and to elicit their support for its inclusion in professional negotiations. The project is based upon the results of a 42 state survey conducted in 1969 to ascertain the degree of interest and desire of NEA and AFT representatives for such a familiarization and training program.

The TLP is also undergoing rigorous design, development, testing and revision. The first prototypes are scheduled for the summer of 1971 in Minneapolis. Additional institutes are scheduled for the following year after the materials have been revised. The TLP institutes are planned for a three-day period and are also designed to be free-standing so that teacher organization representatives can use them with their constituencies in their own states.

People

The SMI projects have three groups of participants. In the case of the IDI, the participants are school or school district representatives from systems having large numbers of disadvantaged young people, limited resources and a strong desire to do something about solving their problems. The school districts desiring to have an IDI must agree to release at least 50 teachers, administrators, policy makers and specialists for the full period of the Institute and to provide suitable facilities in which to conduct the Institute. The selection of IDM and IDM/T agencies is based on the quality of current programs in Instructional Technology and/or Instructional Development plus the competence and interest of available staff members in carrying on the program. The IDM agency must also have a strong commitment to serving schools in its area.

Participants in the TLP are selected from state and national officers and staff of NEA and AFT affiliates.

Program

The IDI consists of approximately 40 hours of instruction using a variety of media in both large and small groups. Specific activities include:

Day 1—Introductory, motivation session incorporating a series of 16 mm films on distinctive innovations in the schools followed by small group discussions.

Game sequence introducing concept of team work.

Day 2—Mediated examples and small group discussions of I.D. programs in action and of the benefits and requirements of the systems approach.

Day 3—Introduction to the SMI ID model with emphasis on systems concepts which are essential to all I.D. This day consists of a committee planning game and includes three films on how to define a system.

Day 4—Slide tape and discussion of the Norwalk-LaMirada School I.D. program and review of first three days' activities.

Day 5—Objectives Marketplace Game (game on behavioral objectives). Mediated examples of the use and misuse of objectives.

Day 6—A simulation exercise which takes participants through all the steps in instructional development. Interspersed in the simulation are a series of slide tapes on the design and development of a prototype solution along with its field testing and revision.

Day 7—Participants begin to work in small teams on developing a plan for instructional development which can be taken back to the school for further work and eventual implementation. The Institute is concluded with a three-screen multi-media presentation representing the Big Pay-Off of effective I.D. efforts.

Perceptions

Overall, the several SMI projects are progressing satisfactorily and on schedule. There is considerable interest in each project with inquiries being received daily from all parts of the country. It is expected that the IDI training package will require minor revision following the final prototype Institute in Atlanta but it is essentially in good shape. Interest and participation of IDM and IDM/T staffs are generally high and the agencies are currently scheduling the school districts with whom they will work next year. Revision of the TLP materials following their initial tryouts in Minnesota this summer will doubtless be required, but initial production and field testing are on schedule.

Results

The ultimate benefit from each project will be the constructive changes in how the schools operate and this, of course, remains to be determined. A sample of reactions from IDI participants in Detroit, however, is indicative of the fact that the IDI vehicle appears to work.

"The time, money and effort expended has been most worthwhile. I as an administrator, who is continually seeking to improve the educational posture, am looking forward to further training of staff and eventual implementation."

"I would support this approach to instructional development and would encourage the Detroit Board of Education to provide the necessary funds to implement such an in-service train-

ing program for school employees. I would further support at least one person in each region to receive further training in instructional development to spread the word to all Detroit instructional personnel."

"In view of the decentralization of the schools coupled with the adoption by the Detroit Board of Education of a PPB system, I cannot think of a better way nor more opportune time than to provide for instituting the instructional development concepts presented in this institute."

"Overall I felt that the program was of tremendous value to me. I see great value in the instructional development approach."

"I had not been given an instructional model or taught ways of systematically developing instructional goals before participating in this institute, and am a Post Master's graduate student in Education. I learned much."

"There is no question in my mind that this type of institute is needed. We are in desperate need of ways in which to improve our educational system. Repeat: How are we going to implement this so that this time spent will not have been 'just another institute?'"

"This institute should be a must for every administrator who assumes the role of instructional leader. The experience has created a desire (for me) for more in-depth experience and training in the instructional development program."

Similar comments were made by participants in the Phoenix Institute but detailed information is not yet available.

Following the Detroit IDI, Michigan State University maintained contact with the Detroit schools and conducted two additional workshops on behavioral objectives at the request of the system. The workshops were a direct result of the IDI experience and were attended by all of the system's elementary school principals. Further follow-up activity is being encouraged.

Recommendations

To assure the adoption of ID practices by schools participating in the IDI's, it is recommended that small grants be made to individual schools to permit them to acquire a complete set of the IDI materials for their own use. It is felt that many local school districts will need to have the materials available for continued use by their own personnel following initial training in an Institute. It is also recommended that the Multiplier component of the project be expanded to accomplish wider dissemination of the IDI package in succeeding years.

Quality control and assistance to the IDI's will be maintained during 1971-72. It is probable that some modification or addition of materials may be necessary or desirable to meet specific local needs and the SMI will assist in the preparation of these. Likewise to assure continued effectiveness of the IDI program, the evaluation program will be continued.

The TLP project should be continued and expanded to increasing numbers of teacher leaders in all parts of the country. A component should also be added for school administrators who also play a crucial role in determining how technology will be affected by contract negotiations.

MEDIA SPECIALIST TRAINING FOR URBAN SCHOOLS

University of Southern California

Problem

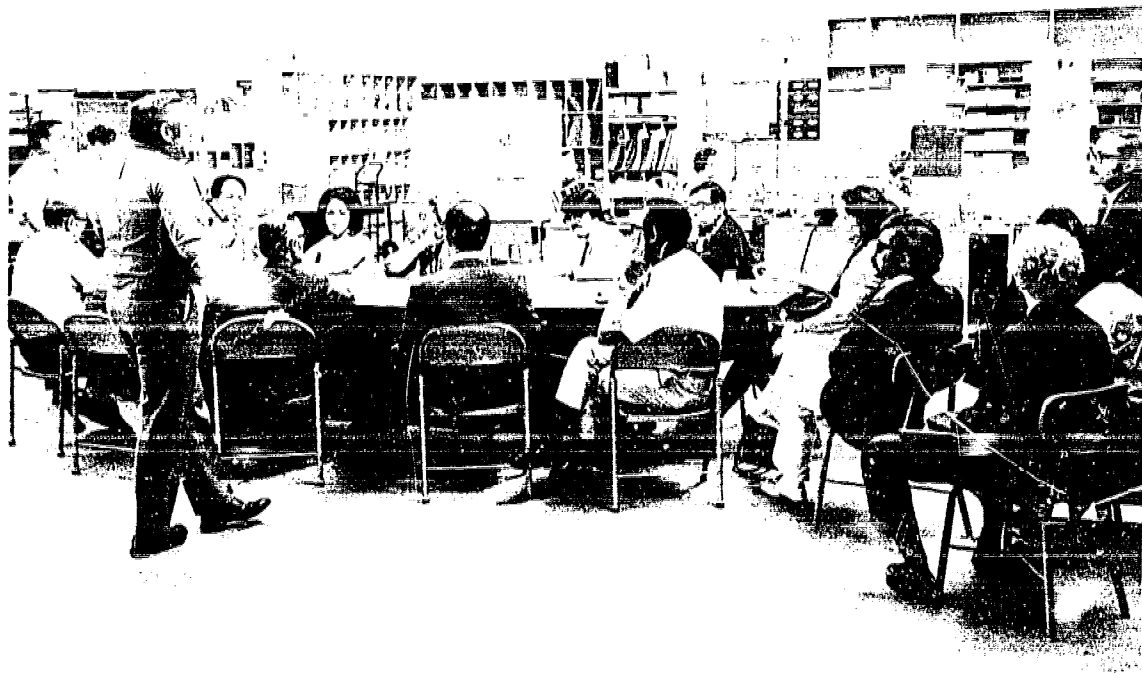
Teachers in Technology and Learning Environments for Urban School Centers (TITLE-USC) was established to meet the need for media specialists within urban school districts. The main goal was to alleviate the shortage of media specialists trained in the problems of the urban school and to provide some media utilization and development support to these schools.

Plan

The general objectives for the University of Southern California program are as follows:

- 1) To reduce the manpower shortage by training graduate level instructional technologists and district personnel who will be able to identify, evaluate and develop solutions to instructional problems in the urban school.
- 2) To establish a program which will bring together urban school specialists, site administrators, teachers and instructional technologists for the purpose of identifying and analyzing specific instructional problems.
- 3) To devise and evaluate experimental instructional programs in conjunction with urban school centers which will:
 - a) Utilize existing materials and techniques to free teacher time for individual learner prescriptions.
 - b) Select new techniques, media and equipment which will increase the effectiveness of teacher-pupil interaction.
 - c) Develop new materials and techniques which will change specific attitudes which inhibit the progress of the learner.
 - d) Provide an in-house media capability for schools upon termination of this program.
- 4) To produce methods for media management in urban district.

The plan of operation called for an interrelated program combining formal coursework with field experience in three selected urban school districts tied together through a special institute seminar. (Figure 1 best illustrates the general organizational pattern.)



Each cooperating district is an urban school center, representative of various aspects of the Los Angeles urban area in population and educational needs. The district and salient aspects of each can be summarized as follows:

1. *ABC Unified School District.* This district has a large culturally disadvantaged, poor, white minority. The northern part of the district is located in the Cerritos corridor, an area having a per capita income less than that of the well known black community of Watts.
2. *Compton Unified School District.* This district, located in southern part of Los Angeles, is one of the largest predominantly black school districts in the United States.
3. *Montebello Unified School District.* One of the largest single concentrations of Mexican-Americans in Los Angeles can be found in this district, which includes parts of East Los Angeles.

The relationship between the university and the three school districts is a two-way client/consultant arrangement, as outlined in a school board approved mutual benefit agreement. This links the parties in a cooperative program designed to improve the learning environment through the use of new technologies.

The plan of operation was set up to provide a systematic development of TITLE-USC program first funded in 1969. This unique internship under the direction of Dr. Herbert R. Miller, Acting Chairman, Department of Instructional Technology, with the cooperation of Dr's. John Moore, Assistant Director and George Booth, Instructor, has placed great emphasis on evaluation of program effectiveness.

Evaluation is based upon a daily information flow from the school district, participants, EPDA staff, and a pre- and post-test of the interns' instructional development capabilities. This evaluation reflects how well the participants dealt with and met performance requirements, and how well the institute has helped in alleviating district identified problems. The constant flow of data and information from diverse sources is matched against the objectives of the

program. This process then provides a self-correcting mechanism for continuous program improvement.

People

The program had ten fellows in Year I, and sixteen fellows in Year II--ten new, six continuing. The fellows were selected following a nationwide search in 1968 and 1969 from over 150 applications. Primary emphasis was on recruiting individuals with prior urban school experience and who had an expressed desire to use media or had prior media experience.

The formal coursework and fieldwork experience of each intern was individually prescribed in order to facilitate maximum development of the intern which would result in maximum input to the cooperating districts.

Program

FIELD WORK PROBLEM SELECTION: Upon notification of formal board signing of the mutual benefit agreements, representative administrators, principals and teachers were contacted by the TITLE-USC staff and participants to compile, survey, and discuss existing problems which have a direct relationship to educational media. In each instance the district identified the feasible problems and then (in conjunction with the TITLE-USC staff) set them in a priority arrangement for subsequent resolution. This practice was found to be successful under the current program.

FIELD WORK PROGRAM ASSIGNMENT: In every possible situation, participants were assigned and organized to attack the problem as a team rather than as individuals. This approach is preferred in that:

- 1) A more realistic appraisal of the district problem has resulted.
- 2) Diverse talents and skills of the several participants are displayed and consumed not only by school district personnel, but by other team members.
- 3) A lessening of the feeling that the resolution of the district problem is the result of the efforts of only one person.
- 4) A lessening of the feeling that there has been (or may be) exploitation of an individual.
- 5) A better match is provided between individual media and instructional development skills and problems.

The fieldwork varies in nature from district to district. The interns are working on projects as diverse in scope as community relations and individualized instruction. The accompanying chart (Figure 2) best explains the work of each intern.

Perceptions

The interns have consistently identified their fieldwork as the most exciting and personally rewarding part of the institute. This program has taken sixteen graduate students from the ivory tower of the

university into the reality of urban school district work. The interns each spend a minimum of ten hours a week in the district interacting with local identified school problems.

One of the most exciting field projects has involved converting a school library to a learning resource. According to Sajni Mahbubani, this has involved physical, financial and some "people" problems. To Sajni, the experience of designing a real media center has been far more valuable than sitting in a class and talking about theories. Frank DeLucia added his endorsement: "Field work is invaluable experience and ought to be required of every degree student. With field work, you get an idea what it's like to be an instructional technologist. A person may even find that it would be better for him to try something else." An additional advantage of the field experience is that it opens the eyes of many teachers and principals to the fact that an instructional technologist is not just the guy who can run a film projector.

"The field work experience in EPDA has been a chance to feel frustrated—and that's good," declared Dwight Miller. "I've been proselytizing for individualized instruction for a long time. Now, I'm in a position where I have to put up or shut up. I can't just preach individualization; I have to figure out a way to accomplish it. So far, I don't think we've been very successful. But, the goal is to demonstrate that it is feasible and that we can make the change over."

Forrest Wisely and Ellen Barnett have encountered the same frustrations that Sajni and Dwight described. Apparently fear of change, followed by a general condition of apathy, are symptoms evidenced by some people upon exposure to the word "technology."

On the other hand, some hearty souls have developed resistance to the virulent disease, enough to become enthusiastic about possible positive changes that the incorporation of technology can bring about.

Another EPDA activity involved Oliver Miller, Susan Ernst and Ronald Trugman, who produced the three-screen, slide-tape community relations presentation, *The Compton Story*. "I never knew some of those things existed in Compton," one mother said after seeing *The Compton Story*.

Not all of these activities have been thunderously successful. One EPDA intern set up a learning resource center in a school before Christmas vacation. She returned in January, only to find that the center had been dismantled for lack of space. But, the reality of this total experience has been a growth for the interns, the individual school district and the university.

Results

While the results of any institute are difficult to measure on a fine scale, it has been our feeling, resulting from internal and outside evaluators inputs from neutral observers; that we have made some impact. It is reasonable to attribute the following as representation of that impact.

- 1) Of the 20 participants in two years of operation, two have completed doctorates and two masters degrees, at the University of Southern California.
- 2) Of the 16 participants presently in the program, all but two are over half finished with their graduate program.
- 3) Of the three co-operating districts, all are increasing their numbers of full time media specialist positions, this is especially noteworthy in a period of financial problems for the public schools in California.
- 4) One of the school districts for the first time in their history has created school site level positions for media specialist in grades K-12.
- 5) Demands on the interns time for in-service activities from the cooperating districts has reached a point where the interns and USC staff have had to train in the schools, three people from each district to supplement the interns work.
- 6) The interns who are only required to spend a minimum of 10 hours per week are now averaging 20 hours per week in actual work.

The best expression of the results on the program is expressed in a statement by Dean Criss, Coordinator of Instructional Materials, for the ABC School District.

"I am impressed with the creativity combined with technical skills which the interns have displayed. The ten hours which they spend with us, makes me greedy for more. As their work is noticed, I receive more requests from others (schools, programs, and departments, within the district) who wish to participate in the program."

The TITLE-USC Institute is looking forward to its continuing third and final year of operation, and with it, opportunities for professional growth which this unique experiment in the urban schools has provided.

Recommendations

Based on the continuing inquiries from people nationwide concerning admission to the program and the written requests from other school districts about our program, and how they can get involved, we would recommend the following:

- 1) Funding nationwide in major urban centers of programs of a similar nature.
- 2) The utilization of cooperative agreements as a contractual arrangement should be utilized in any program of this type.
- 3) Client/consultant fieldwork arrangement appears to be the best way to approach urban district identified problems.

A CURRICULUM DEVELOPMENT INSTITUTE



Syracuse University

Problem

There has been no serious study of curriculum in the field of educational media and technology. Several research studies over the past several years have pointed directions for curriculum planning but no translation of those studies have been made into curriculum development terms. The focus of the Curriculum Development Institute was on alternative curricula in the field of instructional media which could be used by the 80 institutions currently conducting programs in the field. The primary problem was to determine who ought to experience what, and what kinds of people should be able to do what kinds of things. A second area of concern was to prepare fifteen interns to become competent in curriculum development within the field of instructional technology and to help further their professional careers toward a doctoral degree.

Plan

While the Curriculum Development Interns enrolled in normal graduate courses, a special seminar was organized in curriculum development for instructional technology for each intern. In addition, each intern also became associated with a faculty member to carry on curriculum development projects for that faculty member in relation to specific courses. To accomplish the purpose of disseminating curriculum alternatives to the 80 departments across the country, a two day Curriculum Development Institute was held in Philadelphia prior to the AECT Convention. Seventy department chairmen (or their representatives) actually came for the two day session. Of primary importance was the idea of providing as much input to each intern as possible. Issues needed to be confronted: the seminar was designed to provide that confrontation.



People

Fifteen Interns were selected from 60 who applied for the program. Actual inquiries numbered nearly 100. The recruitment was on a national base. The interns came from Washington, Oregon, North Carolina, New York, Pennsylvania, Virginia, Texas, Massachusetts and Missouri. There were three black students and two women among the group. Some of the interns were mid-career people, some were individuals just beginning in the field, and some were continuing doctoral students at Syracuse University.

Program

A period of intensive study of the Jobs in Media Study, The Media Guidelines Project, and other curriculum related studies were made. A variety of discussions during the year helped to develop competency statements in draft form. Visiting lecturers connected with curriculum and instructional technology helped to add dimension to the program. These personalities included: Dr. Kenneth Silber, Dr. Dale Hamreus, Mr. James Wallington, Mrs. Freda Bernotavicz, Dr. Maurice Eash, and Dr. Thomas Vickery.

Perceptions

The task outlined at the beginning of the project was more than could be attacked on a part time basis over the period of a year. The task of curriculum development is always developing and never finalized. The heterogeneous grouping caused some problem in bringing all interns to the same level of understanding. There has been a good esprit de corps among the group with many individuals teaching each other. The task orientation of putting on a two day institute in Philadelphia brought the group together. Specific project activity helped individuals to grow. Proposal pre-



paration for the next year, a resource guide of materials for teaching instructional technology, and presentations for the Philadelphia meeting all caused individuals to come up with specific products which were useful.

results As is common with most academic pursuits, the search for alternative curricula raised more questions than it answered. Despite the complexity of the task, the multiplicity of available approaches, the diversity of the interns, and the obvious difficulty in knowing when goals were reached, the participants generally felt successful in their confrontations with the basic issues of curriculum development. The procedures of arriving at a "domain" of instructional technology and developing competency statements to help define a curriculum served to generate a variety of individual and small-group concerns for particular sub-processes within the development process. (Next year's plan seeks to capitalize on some of these individual interests.) The interns expressed particular pleasure in having experienced considerable professional growth, in having achieved a degree of competency in curriculum development, and in having widened their academic interests and capacities. They were grateful for the opportunity to take a good-long-hard look at issues not only of concern to instructional technology curricula, but of vital concern to their own careers. As one intern said: "Now that I know where I.T. is, it's easier to figure where I want to be."

recommendations We are recommending that the CDI be continued for another year. Funding has been permitted. An expansion of the program to include discussion of issues among young faculty members and young graduate students will help to disseminate the efforts of CDI.

A POST-MASTERS PROJECT IN MEDIA LEADERSHIP

University of Hawaii

Problem

Eight years ago, educators in the University of Hawaii, College of Education, began to train personnel interested in new educational media. In 1963, only five professionally trained educational communications leaders were at work in the State of Hawaii. In 1965, the University of Hawaii Board of Regents authorized a Department of Educational Communications to offer a Master's degree in that field. In 1966, the first media positions were established among the Pacific Islands in Samoa, Guam, and the Trust Territories. Other positions were being planned and implemented in Pacific-Asian countries. In January 1971, the Hawaii State Department of Education established a Media Specialist certificate and officially called for qualified applicants.

From 1965 to the present, job requests for qualified graduates of the Educational Communications program have exceeded the supply. In addition to those earning the degree as a springboard to local and Pacific area media positions, many teachers take the degree and return to teaching as such. The current developments in Educational Communications include: (1) converting temporary media jobs to official status, (2) reclassifying upward existing media positions, and (3) creating new educational communications positions in the central and district offices of the Hawaii D.O.E. Within the next five years, media professionals will become increasingly needed as a newly organized system of regional and district learning resource center complexes are being planned, constructed, and staffed.

Plan

In order to meet these future needs for media leadership personnel, the current project was devised as a post-Master's sixth year curriculum in media leadership. It is based on restudy, projections of current need aroused by purposes planned to be fulfilled within the next five year period.

The central purpose was to attract additional outstanding candidates by offering selected potential leaders the experiences of a post-Master's degree and training project. Heretofore, candidates, among other qualifications, needed to have a BA degree. Candidates for the current program are selected from those who hold Master's degrees in any related area of education and who rated high in terms of self-statements about personal goals and purposes in the media field. Two areas of experience are the central working core of their activities: 30 credits of media learning systems professional course work in all its ramifications; and secondly, a semester of intensive intern demonstration work in which problem identification and solutions developed in the first semester could be put to the actual test of classroom use and evaluation.

People

Ten candidates reported for work in the month of September 1970. Two came from mainland professional education

experiences, and six were teachers or persons already engaged in teaching or in some beginning phase of media leadership in the State of Hawaii. Two returned from media related positions in the South Pacific. All were characterized by successful teaching experience backgrounds, a Master's degree in education or educational communications and high levels of self-motivation and purpose with respect to involvement in future media leadership challenges.

Instructors, demonstrators, resource persons, and consultants were assembled who had successful media leadership responsibilities in Hawaii and in Oregon, Wisconsin, and Michigan. Consultants were selected because of their creative and innovative performance records at the national or regional levels.

Program

The academic year program included four cycles of activities. Cycle 1 included 30 graduate post-Master's credits in educational communications so as to provide each candidate with a working knowledge of media research, media learning systems design and application, media systems evaluation and accountability, and budgeting. Cycle 2 had to do with the development of solutions to learning problems in which an actual media learning demonstration plan was created but only after each candidate identified significant research which supported the given media learning demonstration. A third cycle of activity was organized during the January inter-session—a period of time when special projects were undertaken. During this time, staff members and outside consultants and the candidates applied media learning systems design procedures in the formulation of a demonstration plan. Emphasis was placed on selecting and creating teaching examples including projectual materials, 8mm film loops, and 16mm sound motion picture film planning and production. The final cycle took place during the spring semester when candidates actually served as working members of school staff groups and were given the opportunity to place their media learning systems demonstrations into operation. At that time the candidates assembled materials, evaluated procedures, and formulated statements of accountability with recommendations and conclusions.

Perceptions

Candidates reported the nature of their involvement in the tasks of the program as follows:

- (1) The realities of translating theoretical media information into practical applications is a time-consuming and often baffling process;
- (2) By providing actual media learning demonstration situations, the candidates gain precision in bridging the gap between theory and practice;
- (3) While there was an entire semester scheduled for the demonstration activity, this is not enough. Rather, further lead time must be provided. Therefore as regards the 1971-72 continuing project, three of the selected candidates began work, on a volunteer basis, during the 1971 Summer Session. They elected to do this in anticipation of becoming involved much earlier in actual demonstration work.

Results

The goal of the program is the development of educational leadership capabilities. The candidates, as of July 1, 1971, are professionally involved as follows: two will enter media doctoral programs at mainland universities; one is at work as a central state media specialist on the mainland; two will return to classroom positions expanded to allow for them to perform as media leaders (this according to their own plans stated as applicants). One has returned to an administrative position with added duties in terms of area media leadership planning. One is a newly appointed Trust Territory media specialist. One is a Hawaii community college media specialist and one is yet undecided.

During the spring of 1971, the Hawaii State Department, under its new certification plan, has announced nationally its need for five media related central office and district media specialist positions.

Recommendations

A prime recommendation is to expand the time allotted to media demonstration situations *per se*. During the 1971-72 program, every effort will be made to permit more time to be spent in demonstration, evaluation, and accountability activities.

(2) A more carefully planned intern relationship will be developed with three of Hawaii's community colleges.

(3) The use of the state-wide educational television network will be used to broadcast basic media learning courses. The interns will participate in this.

(4) The 1971-72 post-Master's media curriculum has been approved by the College of Education Senate and is now recommended to the Graduate Division as a new sixth-year Media Specialist Diploma program. The prospect of this becoming a reality is very high.

(5) As the result of outside evaluation conducted by Phil Lange, additional objectives are recommended as follows:

(a) The final physical construction of a learning environment or of a school program so as to facilitate future learning. (This would dare to go beyond the actual status quo of a given school and make objective recommendations to the administration for such change.)

(b) A second additional recommendation would be to engage in a kind of model learning, i.e., the use of other humans as examples of how roles can be executed and how empathy and identification can be accomplished in handling one's own estimates of how he would or should handle a particular task. This would necessitate careful study and the selection of exemplary situations in which such behavior is manifest. This would seem to emphasize further group analysis of outstanding examples of role execution as they now exist with critical appraisal of how they could be possibly applied or improved.

TRAINING INSTRUCTIONAL DEVELOPMENT SPECIALISTS

Clarion State College



Problem

As the process of educational change must begin and end with the behavior of the student, school district needs must be recognized, understood, challenged, and most importantly, met in terms of the final criteria—student behavior. Thus the basic purpose of education is to develop and maintain a comprehensive learning environment in which all personnel and facilities contribute to the achievement of maximum learning on the part of the student.

To achieve this purpose, key personnel had to be educated with skills in learning theory, behavioral objective derivation and analysis, communication theory, educational psychology, media production, evaluation and measurement, plus organization and management. These had to be people willing to undergo behavioral and attitudinal change and then, in turn, be able to change attitude and behavior.

The problem and purpose of the 1970-71 Clarion EPDA Institute was to educate not just media specialists but rather “comprehensive specialists,” *Instructional Development Specialists*—personnel able to identify and work toward the solution of any and all educational problems.

Plan

The conditions required to implement such a purpose are:

- 1). Administrative readiness
- 2). Teacher readiness
- 3). A comprehensive training and educational program
- 4). Trained personnel
- 5). Validated instructional materials for the attainment of student and community needs.

Phase One (funded during 1969-1970) concentrated on administrative and teacher readiness. It became the charge of *Phase Two* (1970-1971) to implement a comprehensive training and education program which would produce instructional development personnel.

As a result of *Phase One*, nine of twenty-three school districts served by the Clarion Area RIMC, approved new full-time positions for media specialists and granted sabbaticals for a representative from their district to participate in the 1970-71 Clarion EPDA Institute.

Thus the concept of commitment to change was inherent within the program plan as school districts demonstrated through their participation in *Phase One* a readiness to change and then in *Phase Two* committed themselves to:

- 1). Support the education, training and hiring of media specialists (the 1970-71 EPDA participants)
- 2). Development of a media program
- 3). Support of participant's instructional development work with district personnel

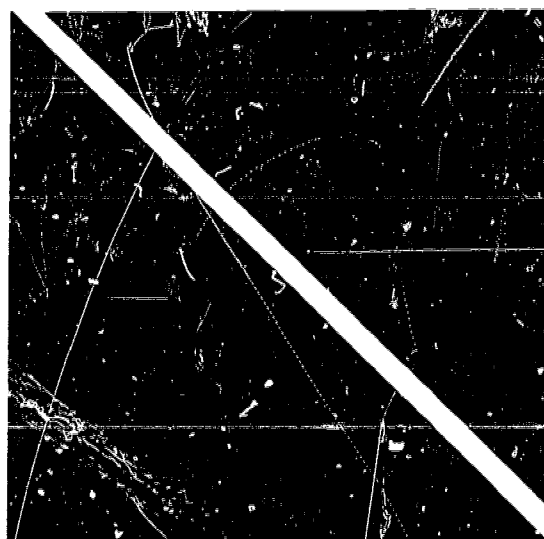
This year's institute was basically the formal training of the nine participants each representing a local school district plus a tenth participant from Puerto Rico. Training was directed toward the needs of their sponsoring institution with an emphasis on affecting change. This plan was pursued not only through formal course work on campus but also with time devoted to school district and college instructional development projects. The expected outcomes of such a plan were ten certified media specialists each obtaining a masters degree, and also ten validated solutions to identified "real-life" instructional problems.

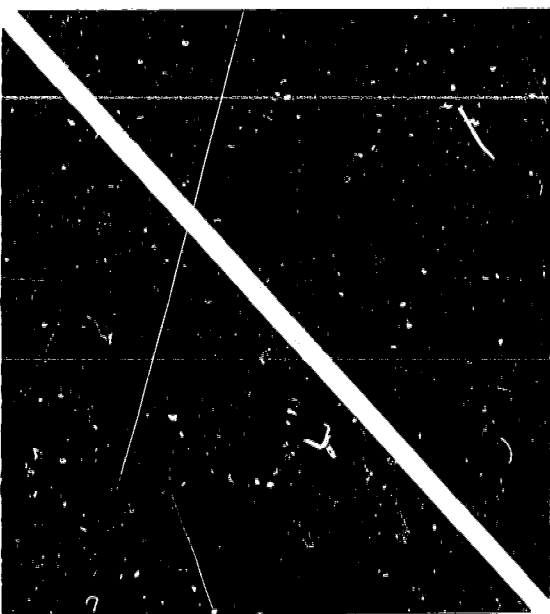
To accomplish this end mere training of participants as media specialists was not enough. Thus each participant identified and chose an instructional development problem on which to apply theory, development, production, evaluation, management and research skills. As this internship was to take place in their own school district, plans were also developed to keep supervisors, teachers, principals, school board members, and administrators abreast of their representatives in meetings, seminars, and participation on instructional development teams. The Clarion EPDA staff felt that to ignore this audience would have surely faulted the project's purpose and success.

People

Nine local school districts were the participants in the Clarion EPDA Institute by their efforts in:

- 1). Showing evidence of readiness for change
- 2). Releasing a qualified person to participate in a year-long institute
- 3). Funding a full-time media position upon completion of the program
- 4). Placing this position so as to have maximum administrative effect
- 5). Cooperating in both the seminar and instructional development phases of their participant's training program.
- 6). Showing a willingness to assist their participant in the design and implementation of media program





These nine representatives plus a tenth from the University of Puerto Rico became full-time graduate students in the Division of Communication, Clarion State College, Clarion Pennsylvania. These participants in their own words were, at the project's beginning, "a group that was primarily cognitive oriented, structured by tradition," a state of being which was soon to be irreversibly changed.

In accordance with project plans the entire educational audience in a sense became participants in the Clarion institute as school board members, superintendents, supervisors, and district teachers (even college faculty with the Puerto Rican representative) were involved in personnel selection, information seminars, and instructional development phases of the project.

Program "Long and sometime tedious hours, but with the promise of proportionate rewards," is how the program has been described. Neither photos nor words can effectively describe the affect, the learning, the individual change, the anxiety, the joy—at times conflict experienced during the year-long institute. During the 36 credit hours of formal instruction, the program was varied:

- 1). Traditional classes
- 2). Production Labs
- 3). Informal meetings
- 4). Formal Seminars
- 5). Field Internships

Learning situations were structured which enabled individuals to map their own course such as:

- 1). Internship in the college's instructional materials center or Campus Service.
- 2). The design of a programmed instruction lesson.
- 3). The production of an affective multi-image presentation.
- 4). Attendance at the AECT National Convention and the chance to glean current theory and trends in the field.
- 5). Situations to communicate with school administrators from districts other than their own (a multiplier effect).
- 6). The blue printing and preparation of simulation game.
- 7). Scripting and producing a television presentation.
- 8). Access to nationally recognized experts, consultants on instructional development, simulation, evaluation, and educational technology.

Participants felt the seminars with local district administrators valuable as they afforded the chance to "hear what he (the administrators) considers to be educational problems and so that he (the administrators) will become aware of what a Media Specialist is in regard to these educational problems." Or as another participant states, "these seminars are important as we can work at impressing on the administrator the need of the curriculum being structured so that the student becomes involved."

It was during the last eighteen weeks of the institute that previous activities, learning, and experience was applied. In the frame-work of a seven-semester-credit-hour time-block (Research, Independent Study, and Internship), participants followed a step by step analysis (the NSMI Instructional Development Model) of an instructional problem and developed a validated solution to that problem. Local school districts provided real problems in such areas as drug abuse, language arts, math, reading, and study skills. The participant from Puerto Rico pursued an instructional problem at the higher education level through the college's Department of Instructional Development.

Perceptions

The early adoption of enthusiasm, project objectives, and commitment by the schools and their representatives came as a pleasant surprise. Whether it was the staff's structuring of an affective environment or the surfacing of previously developed individual aspirations is yet unknown. Regardless of derivation, a common direction was maintained from the beginning of the institute—all wanted and “expected to see a decided improvement soon in the quality of education at the regional and national level,” and each acknowledged a personal commitment and role in this goal.

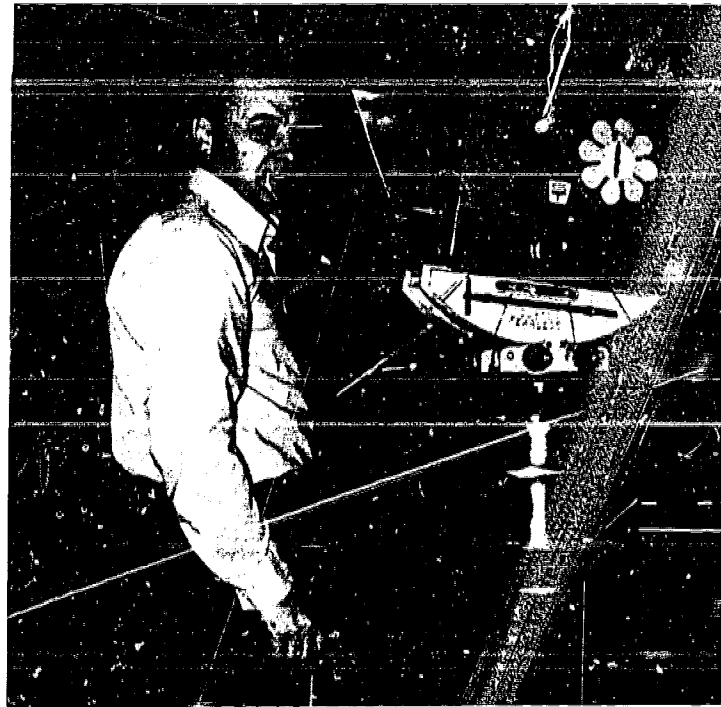
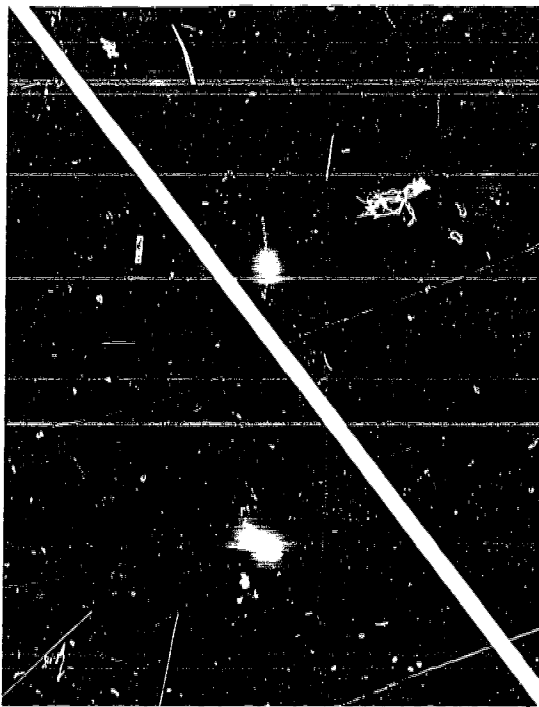
Thus in terms of project accountability via objectives, both the objectives of attitude change and the creation of change agents document project success.

This success was enabled by two major factors. The entire educational audience (students, teachers, administrators, and policy-makers) was involved in the project, and “real” instructional problems were attacked giving participants both a chance to learn and to put learning into practice.

It was this latter instructional development activity that was probably the chief success of the institute. As a learning activity, its results were evaluated in terms of student interest, learning, achievement, and understanding. That the participants chose significant problems with key (influential) teachers indicates the guarantee of future “clients” upon their return to their school district.

After examining the documented and validated instructional development projects by the institute participants, the staff is intending to make these available nationally as prototype instructional development models.

The project was not without problems. A triple set of academic requirements by the state, the college, and staff provided the anxieties of grades, graduation requirements, and debatably irrelevant assignments. Other problems such as too little time, the temptation to put practice before theory were evident and the monstrous reality of teacher-school board negotiations found several schools closed during scheduled prototype tryout and evaluation phases. During this time the teacher-administrator-policy maker-media specialist relationships essential to the institute floundered and the fate of some participants as they return to their districts is yet unknown. Responsibility, in part, must rest with the institute staff; even greater efforts must be expended on this audience in future projects.



Results

Evaluative feedback on the Clarion Institute can be found in two forms: projects completed and participants' comments. The first represents the participants' instructional development efforts and was measured in terms of student achievement on individual Instructional Development project objectives. Developed, utilized, and validated in their home district, these efforts have already multiplied into future commitments on other projects with their cooperating teachers and with other district personnel "sold" on the participants' instructional development "record."

Participants' comments as another source of feedback are important as indicators of institute weaknesses and as impact and forecast indicators of long-range outcomes. Comments included the following:

"My attitude at first was that of the usual picture formed when someone said 'media specialist.' That of supplying materials to the teachers and seeing to it that the hardware was delivered to the right place on time, and keeping the equipment in good running order, and showing any teacher who didn't know how to run the machine properly. I now realize that a true media specialist is one who uses a technology of ideas rather than that of support and supply."

"My attitude has changed toward education and the change centers around the need for innovations. Structured classes, teacher dominated activities, poor objectives, lack of opportunities for pupil activity, limited use of media do not exist because of their merit but by tradition."

"The need for people who are knowledgeable about the techniques of instructional development is tremendous. It's a relatively new field and an excellent way of objectively reviewing and revising the traditional existing program."

"In the past, education has been viewed only from the teaching situation, now we are beginning to view it from the needs and desires of the student."

"Upon my return, my main thrust will be improving the curriculum through instructional development and establishing and maintaining a media program to support the instructional development effort."

"My attitude toward education has undergone a drastic change. I had for the past few years been in a rather comfortable rut. I was doing little things that were different, but nothing that was too great. Since starting the program, I have accumulated many ideas for a lot more creative teaching through the use of media, and have a completely different outlook toward teaching. I will have a much more positive attitude and approach hereafter that I can pass on to the teachers in my district."

"The institute staff 'must get away from grading. If satisfactory work is being done that should be sufficient.'"

"I feel as though I have tried to accomplish too much in such a short time and fitting back into the concentrated learning situation has been a shock."

"It is assumed that all participants are already media technicians and can immediately be transformed into specialists. I recommend a short basic course on the operation of the different equipment."

"I would like a course which would review innovative schools and programs; those which have been successful as well as unsuccessful."

"Not only will we be able to supply media materials to teachers, we'll know how to use them. I realized before that I needed to be able to do more for teachers. Now I think I'll be able to help them choose more appropriate materials and methods to fulfill their objectives."

"The use of the Instructional Development model for the E.P.D.A. program was excellent. We recommend that the new group start the Instructional Development model earlier in the year."

"We suggest the Communications Division Staff spend some time in the local school districts, putting themselves in the position of employee. It is felt that in doing so they can see first hand what facilities, equipment, teacher and student attitudes their graduate students must work with. A true means of real life situations for these students."

Recommendations

Outcomes of programs such as the Clarion Institute indicate and uncover the need for additional efforts during and *after* such programs. Feedback from the participants documents this in requesting such project sustaining energies as the following:

"Would like to continue a relationship wherein the College would act as advisor or consultant."

"Opportunities to participate in the helping of the department carrying on work with undergraduates and graduates as consultants."

"I wish to keep abreast of new courses to be offered by the College."

"A continued close relationship with the College would be desirable because we will need moral support."

"I think we should continue to work together as a group and with the College in programs of educational improvement such as in-service programs both in preparation and presentation."

These and similar comments have made us aware of the urgent need to offer reinforcement, consultation, and collaborative projects to participants as they return to their schools. Effort also must be extended which will allow the participants to continue working together on group projects that multiply individual efforts and allow for cross-district benefits.

These efforts, however, mean time—and time, in turn, equals money. It will be essential for the College, Public Schools, and U.S.O.E. to examine possible allocations of funds to these areas. U.S.O.E. in its granting of funds for a 1971-1972 Clarion EPDA Institute has recognized and attacked some of these problems. *Phase Three* will concentrate on the formal and applied education of nine additional representatives from school districts which having followed the progress of 1970-1971 Clarion Institute are now ready to participate. This new EPDA Project will also assist the formation of a Consortium Board of last year's EPDA participants, new EPDA participants, College staff plus concerned administrators, policymakers, and teachers in the region. If successful, it will be the beginning of a team which can solve individual and regional instructional development problems.

It is also hoped that such a Consortium Board will be a vehicle to facilitate the entire educational audience (teachers, administrators, policy-makers, and specialists) in instructional development activities—a necessary future thrust.

Based on their attendance at the 1971 AECT National Convention; the Clarion Institute participants found a lack of peers with similar instructional development experience and training. As one put it, "Education all over the country, except for a few places, is still in a traditional rut." Most of the participants felt that programs such as the one in which they were involved should be adopted nation-wide: "Programs of this type are perhaps one of the few ways in which schools can make an attempt to update themselves." If true, national dissemination is essential. Plans are being made which will make project outcomes available to the largest possible audience. The best way to do this would be through our participants. While it's too soon to realize their extended impact, we must heed one administrator's observation, "watch out for this group, their motivation, dedication, and concern are contagious."

PROFESSIONAL PREPARATION OF EDUCATIONAL MEDIA SPECIALISTS

Michigan State University

Problem

Competent educators who are specialists in instructional technology are essential for providing teachers with the preparation and guidance they need to make optimum use of new media and methods. In many schools and colleges these specialists are not available. While the number of media specialists who are being trained is increasing, the demand for these specialists is expanding even more rapidly. Consequently, the imbalance between supply and demand is becoming greater year by year. A concern for this problem and a desire to help alleviate the shortage of media specialists prompted the MSU faculty in Instructional Development and Technology to propose this institute.

Plan

In cooperation with the Ingham Intermediate School District and several units of Michigan State University, the faculty in Instructional Development and Technology devised a plan for selecting experienced educators with Master's degrees to spend two years in a specially designed program leading to the doctorate in Education with a major in Instructional Development and Technology.

People

The institute was publicized by the nationwide distribution of more than 1,500 brochures. Twelve of eighty-five applicants were invited to participate in the institute. Two of these declined in order to accept professional positions. Their places were filled by the first and second alternates.

The eleven men and one woman in the institute came from nine different states and the Pacific Trust Territories. All had Master's degrees and two or more years of teaching experience. All but two took their Master's degrees in educational media. Their experience as media specialists ranged from no such experience to several years coordinating or working in audiovisual programs. The faculty is confident it selected wisely. Each participant is doing extremely well.

Program

The purpose of the program is to prepare instructional media specialists to work in schools, teacher training institutions and community colleges. The program was designed to emphasize the work of the instructional media specialist in preservice and inservice teacher education, vocational education, and the education of the disadvantaged from both rural and urban areas.

The program was designed to enable those who complete it successfully:

1. To utilize systems analysis and design in identifying and studying instructional problems, in establishing objectives, in developing new teaching strategies and materials for problem solutions and in designing and applying appropriate instructional media in the process.
2. To evaluate and use effectively all types of instructional media.
3. To design, direct the production of and validate graphic and pictorial instructional media.
4. To design and conduct evaluation studies to determine the pedagogical as well as the cost effectiveness of teaching strategies and instructional materials.
5. To work effectively with teachers and with the trainers of teachers on the planning of teaching strategies and the selection, design and use of media.

The program was designed as a two-year, Post-Master's program leading to either the Ed.D. or Ph.D. degree. Each participant's program was planned in terms of his previous professional preparation and experience.

Guided field experiences as instructional media specialists (i.e., internships) are an essential component of each participant's program. Another feature of the institute is the seminar which the participants attend weekly. The seminar is conducted by the institute director. Other MSU faculty participate. The seminar emphasizes the role of the media specialist in the improvement of instruction and the development of curriculum. It is the instrument through which the faculty helps participants understand the significance of their field experiences and the relationship of these experiences to other components of their programs. Through the seminar the director and his associates help the participants integrate and unify their program experiences.



Perceptions

An unanticipated development was the enthusiasm and effectiveness with which participants assumed responsibility for planning and directing the institute seminar. Since mid-year the participants have carried most of the responsibility for this aspect of the institute.

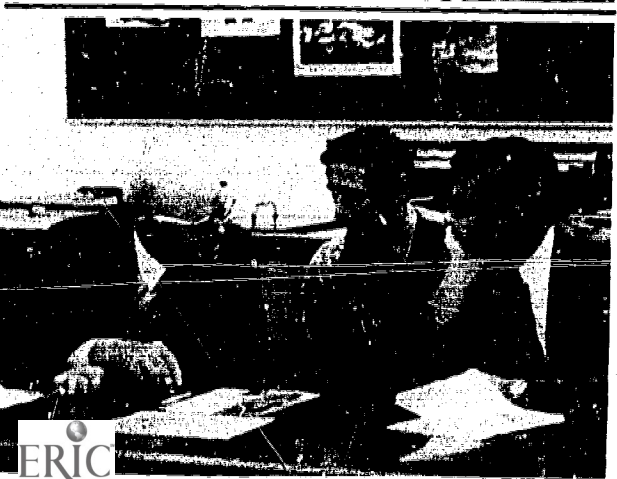
The institute participants played key roles in instituting, planning and directing the highly successful student-faculty Symposium on Instructional Development held during the Spring.

Mainly through the efforts of one participant, a *Media Newsletter* is published bi-weekly and distributed to students, faculty and alumni.

One of the most opportune field experiences resulted from the director's offer to allow students to find their own opportunities for such experience. One participant convinced one of his professors to allow him to work with the professor on the re-design and re-development of the course the participant had taken with the professor during the fall quarter.

Another unanticipated development came about when members of the institute were permitted to design and develop a report on the institute for *media manpower*. The result was an interesting and accurate story which reflected the enthusiasms of each participant for his experiences in the institute. One participant wrote the story, another planned and shot the pictures, and a third wrote captions for the pictures which included a statement made by the participant shown in the picture.

Not anticipated was the time required to orient the participants to the University. (Nine were at MSU for the first time.) Also unanticipated were the time and energy required to make arrangements for guided field experiences, to introduce and orient participants to the situations in which they



were to work and to keep in touch with their field activities.

An insight gained was that if one will treat institute participants as professional colleagues, they will respond as professional colleagues.

If the past year's institute activities were to be lived over again, an effort would be made earlier to involve participants in planning and directing their own experiences and additional staff to work with participants in their field experiences would be requested.

Results

The participants report that the following aspects of the institute have been of special value: the staff's flexibility in the development of the institute program; the staff's concern for each individual and his professional development; freedom to plan doctoral programs in accordance with individual professional goals; the participants' involvement in planning and directing seminar activities; the diversity of institute activities including lectures by outstanding authorities from a variety of fields, informative field trips, and practical field experiences as well as courses and seminars. The participants also agree that it was valuable to meet with resource persons from off-campus as well as from MSU and to encounter the range of philosophies and viewpoints expressed by these people. The participants regard highly their associations with their fellow institute members, especially those they have daily in the student workroom. They have been impressed by how quickly they became a unified, working group. They have been stimulated by and have learned much from each other.

Other participant comments indicate that the first term was a time of some confusion, that the seminar program was at times so concentrated that



there was not enough time for reflection and reaction, that there should be more leeway in the course requirements in research design and statistics, that there should be more "how-to" courses, and that more time is needed to do all that one desires to do.

In their own words, participants' reactions to the institute are:

"This year has been the most fulfilling year of my professional life . . . because I got to *know* the faculty and staff and I have been able to associate with the top quality professionals who were my fellow grad students."

"The institute has afforded me the opportunity to renew my faith in education, the program giving me the professional training to make it possible to find professional relevance and to assume again a leadership role."

"I have found the program to be well planned and executed, with the needs of the individual as a major consideration."

"I have been very impressed with and pleased with the attempt which has been made to expose all of us to a broad range of instructional development models rather than to indoctrinate us in terms of the MSU model. . . . I have been very pleased with the extreme flexibility in terms of providing experiences most beneficial to each of us as an individual."

"Comaraderie of the institute participants as a group is something I did not expect when I arrived. Friendliness and help of staff was another pleasant surprise."

"This year has been of value to me because it supplied a rare blend of theory and practical application. . . . My perceptions of education, instructional development, learning theory, statistics, educational research, higher education, and the college students and myself have changed."

"I feel that this year has been the most rewarding year of all my years of academic pursuits."

One specific bit of evidence that the institute is contributing to a reduction of the shortage of specialists in instructional technology is that one of the twelve, one who had had a year of professional preparation beyond the MA when he entered the institute, will receive his doctorate in June and in the fall will join the faculty of the College of Education in a major university in the South.

Recommendations

In view of the inadequacy of the supply of specialists in instructional technology and the obvious interest of many able educators to obtain advanced professional preparation in this field, it seems clear that the Federal government would be wise to continue to support institutes and fellowship programs for the preparation of these specialists. MSU is willing and eager to continue to conduct institutes and to offer advanced professional preparation for this purpose.



PREPARING LIBRARIANS FOR BROAD RESPONSIBILITY IN MEDIA SERVICES

*North Carolina State
Department of
Public Instruction*



Problem

Policy changes by the North Carolina State Board of Education in the summer of 1969 resulted in the total responsibility for the selection of instructional materials (print and nonprint forms) being assigned to the local education agency. Previously, school systems had selected materials to be acquired through State funds from approved or recommended lists which were formulated to a large degree by the staff of the State Department of Public Instruction.

These policy changes made it increasingly apparent that there was a need at the local school level for a professional staff member who was capable of assisting teachers and pupils to effectively utilize media in all forms. Personnel with these competencies were not always available for employment. Hence, the need existed for the retraining of presently employed personnel. It was felt that the retraining of presently employed librarians would provide the competencies desired in media specialists.

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Plan Presently employed certificated librarians possess acknowledged competencies in the organization and management of print materials. In order to extend these competencies to include comparable competence in the area of audiovisual materials, a series of six three-week institutes were planned for the summer of 1970 at strategic locations across North Carolina. Each institute was planned to provide thirty-six librarians with experience most likely to result in the changes in knowledge, skills, and attitudes desired in school media specialists.

People One Hundred seventy-nine participants came to the six institute sites and devoted full time to institute activities during its duration. Most of the participants were certified as a school librarian or teacher-librarian by the North Carolina State Department of Public Instruction. Each was employed as librarian in a North Carolina public school.

The staff of each institute was comprised of individuals who had an intimate knowledge of the day-to-day problems confronted by the school media specialist. Each institute had a coordinator who was a member of the Division of Educational Media staff of the North Carolina State Department of Public Instruction. The instructional staff was composed of three media specialists who were regularly employed in the public schools. These individuals were chosen because of the high degree of success they have had in their work. Each instructor worked in the area of his or her greatest competence and each had a full-time laboratory assistant who was either a teacher, librarian or graduate student who possessed desirable competencies. Each institute was designed to provide a very desirable ratio of staff to participants-1-5.

Program The program of activities for the institutes was designed to provide the type of experiences most likely to result in the changes in knowledge, skills and attitudes desired in media specialists. These experiences were provided through lecture-demonstration and through correlated laboratory activities.

The fifteen daily presentations to the large group were made by staff members, visiting lecturers, and participants. These presentations dealt with topics of common concern to all participants and at the same time constituted demonstrations of the effective use of different media forms.

Approximately three fourths of each day of the institutes was devoted to laboratory activity of two types. A staff member and a laboratory assistant worked with a small group of participants in the presentation of information or techniques on a given topic during a two-hour morning session. At this time, activities or assignments for additional individual activity growing out of the basic presentation were established. Time for individual activity related to the application of acquired knowledge, the development and strengthening of new skills or competencies, or pursuit of other individual interests was provided in a three hour time block in the afternoon. During the afternoon session, the staff member in charge of the laboratory and his laboratory assistant were available to offer individual participants advice and assistance as needed. These laboratory experiences were designed to develop additional competence in:

1. Organization and administration of school media programs.
2. Evaluation and utilization techniques for equipment and materials.
3. Production of selected types of materials.

Perceptions

The program of the institutes was found to be very successful in terms of both participant involvement and expected outcomes. The success of the institutes can be attributed to two distinct factors. The first factor was the involvement of the staff of the institutes in the collective planning of the activities most likely to accomplish the objectives of the institutes. This involvement in the pre-planning of the institutes and during the institutes contributed significantly to the success of the program. The second factor was the enthusiasm and desire on the part of the participants who were eager to extend their competencies in the evaluation, selection, organization and management of print materials to include comparable competence in the area of audiovisual materials.

An analysis of the participants reactions following the institutes revealed a concern for the lack of understanding on the part of building level administrators. It was felt that school principals need to be aware of both the contribution that an effective unified media program can make to learning and an understanding of the roles of the school media specialist.

results

Participants' comments provided valuable insights for the evaluation of the institutes. They included the following:

"I had become unhappy with the library program as it was last year. The institute gave me the courage and enthusiasm to make changes in the program so that our library could become a true Media Center."

"In many courses I have taken, we were told how to make transparencies, color lifts, use the dry mount press, etc., but I did not

actually do any of these things. The institute provided supplies, equipment, time and direction to make our own materials."

"The media institute which I attended was the 'shot in the arm' I needed to cope with the overwhelming task of my new media center. Other librarians need to gain similar experiences, which they would find invaluable."

"The things I learned in the media institute have made my position in Royal Oaks School a rewarding one; both for my own personal accomplishments as well as rewarding for the teachers and students."

"It was an invaluable experience to me because all that I knew about production of materials and use of equipment I had learned by using it and experimenting with it."

"The summer institute was a very helpful experience—one of the most practical and useful that I have had."

"My only suggestion for future institutes is to have as one of the speakers someone who has updated the library in one of the old schools into a well equipped Instructional Media Center with a real good program."

"I can truly say that the summer institute was one of the most enjoyable and helpful experiences of my teaching career."

"Due to crowded conditions in our library, I have not been able to put into practice many of the ideas I received from the institute."

"Primarily, I applied to be a participant in the institute because it offered the opportunity to gain renewal credit in an area meaningful to my field; however, the rewards gained were far greater than certificate renewal."

Another basis for evaluation of the institutes was provided by a questionnaire which was sent to the principals of the schools in which the participants had been and are presently employed. The principals were asked to respond to specific questions related to the amount of change observed in attitudes, competence, and work patterns of the media specialists after observing them for only four months following the institutes. The possible responses for each question were (1) no change, (2) some change, (3) great change, and (4) very great change. One hundred twenty-eight principals who returned the eleven point questionnaire provided 1,393 ratings comparing four months post-institute performance of their librarian to his or her performance in the previous year. Very great change was noted in 300 instances (21.6%); great change in 595 instances (43.4%); some change in 441 instances (31.7%); and no change in only 57 instances (04.1%).

Recommendations

Correspondence with participants and post-institute observation has revealed a need for involvement of not only the media specialist but also the local school administrator in similar institutes in the future. It is recommended that both be involved in institutes which would provide an understanding of the contribution an effective media program can make to learning.

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